ED 413 412 AA 001 291

Resources in Education (RIE). Volume 33, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 413 413 CE 073 261

Shaw, Lois; Gish, Melinda; Braunstein, Jill; Allore, Sara
The Wage Gap: Women's and Men's Earnings. Briefing Paper.
PUB DATE- 97
NOTE- 6p.; "Updated by Jodi Burns."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Age Differences; Blacks; Career Development; Comparative Analysis; Educational Attainment; *Employed Women; Employment Patterns; *Employment Practices; Ethnic Groups; Hispanic Americans; Occupations; *Racial Differences; *Salary Wage Differentials; *Sex Differences; Tables (Data); Trend Analysis

After remaining virtually unchanged from 1995 through the 1970s, the wage gap between women and men began to decline in the 1980s. By the early 1990s, the ratio of the annual earnings of women employed full time year-round to the annual earnings of their male counterparts reached 72.0%. That ratio decreased slightly (to 71.4%) in 1995. The wage gap between women's and men's earnings is larger for self-employed workers. Nearly three-fourths of the reduction in the gap between women's and men's wages has been the result of the falling earnings of men rather than improvement in women's earnings. Both Black and Hispanic workers of both genders have continued to earn much less than white men. Women and people of color earn less than white men at all levels of educational levels of attainment, with men with a high school diploma earning nearly as much as women college graduates. The size of the wage gap between women and men varies by occupational group. The wage gap is largest

ED 413 431 CE 075 015

Understanding Attitudes about School-to-Career. A Review of Public Opinion Data.
PUB DATE- 97
NOTE- 27p.; Report for Jobs for the Future's National Leadership Forum on School-to-Career Transition, Pre-Conference Session on Pubic Engagement for School-to-Career (July 31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; *Education Work Relationship; *Educational Attitudes; *Educational Needs; *Public Opinion; Secondary Education; *Student Attitudes; Teacher Attitudes; *Vocational Education

Public opinion regarding school-to-career programs was examined in two ways: a review of existing opinion data compiled by various national organizations and state and local school-to-career initiatives and a national survey of the attitudes of 1,200 registered voters. Although few people were familiar with the school-to-career concept, those who were familiar with it supported it solidly. Most of those surveyed believed that their children would not need vocational or occupational skills; however, they did want vocational education maintained for "other" children who would not be going to college. It was also believed that the skills required for college are different from those required for work and the schools are not doing an adequate job of preparing students for work or college. School-to-career was viewed as vocational education rather than an approach that helps all students. Students favored adding a career emphasis to their curriculum, and they valued learning good work habits and practical job skills. Students and educators wanted to see more courses relevant to life after graduation. The study's implications for communicating effectively about the school-to-career concept were discussed. (Contains a 23-item annotated bibliography and a list of the 11 surveys reviewed for this study.) (MN)

ED 413 432 CE 075 017

Couppie, Thomas; Epiphane, Dominique; Fournier, Christine
School-to-Work Transition and After: Do Inequalities between the Sexes Defy Diplomas?
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Education Work Relationship; Educational Attainment; Employment Level; *Employment Patterns; *Equal Education; *Equal Opportunities (Jobs); Foreign Countries; Higher Education; Outcomes of Education; Secondary Education; *Sex Differences; *Sex Discrimination; Sex Fairness; Unemployment; Womens Education
IDENTIFIERS- *France

Sex-related differences between the employment opportunities available in France to males and females with comparable levels of education were examined through an analysis of data from two types of sources: statistics derived from quantitative surveys conducted on broad samples of graduates 2-4 years after the end of their training and in-depth interviews after a survey of a small sample of higher education graduates 8 years after the

ED 413 451 CE 075 050

More than Money Can Say. The Impact of ESL and Literacy Training in the Australian Workplace. Volume I. The Executive Summary, the Findings and the Case Studies.
PUB DATE- 96
NOTE- 206p.; For volume II, see CE 075 051.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Literacy; Basic Skills; Cost Effectiveness; Employee Attitudes; *English (Second Language); Foreign Countries; Inplant Programs; Integrated Curriculum; Job Skills; Job Training; *Language Skills; *Literacy Education; Participative Decision Making; Program Effectiveness; Promotion (Occupational); Second Language Instruction; Staff Development; Teamwork; *Workplace Literacy
IDENTIFIERS- *Australia; Flexibility (Job)

A research project determined the impact of workplace language and literacy inclusive training (LLIT) on key aspects of the workplace in regard to the process of workplace change. Over 500 respondents in more than 30 different Australian workplaces representing 13 industries across 5 Australian states took part. The study developed and used five measuring instruments focusing on aspects of the workplace identified by interviewees as those in which training had the most impact: direct cost savings, access to and acceptability of further training, participation in teams and meetings, promotion and job flexibility, and the value of training. Findings were as follows: the majority of respondents felt their workplace had made perceptible cost savings they linked directly to LLIT in their workplace; workplaces with available statistics or estimates showed LLIT programs increased participants' access to and acceptability of further training; LLIT increased greatly worker participation in teams and meetings; LLIT had a positive and considerable impact on improving worker flexibility in the workplace and had a strong bearing on the ability and willingness of workers to apply for promotion or to respond to workplace encouragement to do so; and LLIT had an emphatic impact on such workplace issues as worker morale, confidence to communicate, and management/"shopfloor" relations. (YLB)

ED 413 452 CE 075 051

More than Money Can Say. The Impact of ESL and Literacy Training in the Australian Workplace. Volume II. Statistical Overview.
PUB DATE- 96
NOTE- 249p.; For volume I, see CE 075 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Literacy; Basic Skills; Cost Effectiveness; Employee Attitudes; *English (Second Language); Foreign Countries; Inplant Programs; Integrated Curriculum; Job Skills; Job Training; *Language Skills; *Literacy Education; Participative Decision Making; Program Effectiveness; Promotion (Occupational); Second Language Instruction; Staff Development; Teamwork; *Workplace Literacy
IDENTIFIERS- *Australia; Flexibility (Job)

This volume contains all statistical data from a research project

ED 413 470   CE 075 074

The Status of Women in the States. Politics, Economics, Health, Demographics.
PUB DATE- 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; *Economic Status; *Employment Patterns; Entrepreneurship; *Females; *Health; Health Insurance; Nonprofit Organizations; *Political Power; Poverty; Public Agencies; *Salary Wage Differentials
IDENTIFIERS- *Reproductive Rights

This report presents information from a variety of sources (primarily government agencies) regarding the status of women in the United States. The report presents data for each state on 20 component indicators as well as on 4 composite indices: political participation; employment and earnings; economic autonomy; and reproductive rights. Discussed in the report's six sections are the following topics: political participation (voter registration and voter turnout, elected officials, and institutional resources); employment and earnings (women's earnings, the wage gap, labor force participation, and women's representation in the labor market by occupation and industry); economic autonomy (access to health insurance, education, women business owners, women's poverty); reproductive rights (state by state variations in reproductive rights); health and vital statistics; and basic demographics and demographic variations among the states. Twenty-seven maps, charts, figures, and tables are included. Appended are the following: methodology, terms, and sources for the composite indices; terms and sources for reproductive rights components; national rankings on selected indicators; 88-item list of national resource organizations; and list of Census Bureau regions. The bibliography contains 49 references. (MN)

ED 413 471   CE 075 075

Stern, David
The Continuing Promise of Work-Based Learning.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cost Effectiveness; *Education Work Relationship; Educational Improvement; *Outcomes of Education; Program Effectiveness; *School Business Relationship; Secondary Education; *Work Experience; *Work Experience Programs
IDENTIFIERS- *Work Based Learning

Work-Based Learning (WBL) has been at the heart of school-to-work initiatives in the 1990s. Local partnerships funded by the 1994 School-to-Work Opportunities Act are placing high priority on developing WBL opportunities for students. However, there is still controversy about whether work really contributes to students' education, and results of research has been mixed. Students seem to reap economic rewards, but they sometimes pay an educational price. Connecting students' work to classroom learning could mitigate this tradeoff, though it is difficult to do. Expected benefits of work experience, which have been

ED 413 489 CE 075 137

Gadbow, Nancy F.; Du Bois, David A.
Adult Learners with Special Needs. Strategies and Resources for Postsecondary Education and Workplace Training. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 98
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use · Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; *Accessibility (for Disabled); *Adult Students; *Advocacy; Ancillary School Services; Design Requirements; *Disabilities; Disability Discrimination; Educational Cooperation; Futures (of Society); Inclusive Schools; Information Sources; *Job Training; Mainstreaming; Nontraditional Students; Normalization (Disabilities); Postsecondary Education; Special Needs Students; Structural Elements (Construction); Vocational Education

Intended for those who work with adult learners in postsecondary institutions, this book discusses special learning needs adults may have and related issues, tools, and strategies. Chapter 1 presents an overview of the demographics and issues that adults with disabilities face as they seek opportunities to learn. Chapter 2 explores the diversity of adult learners and describes disabilities and how they may affect learning. Chapter 3 discusses strategies and accommodations that persons with different disabilities may need. Chapter 4 provides suggestions, strategies, and resources for developing an inclusive learning environment, carrying out organization-wide programs and training initiatives, and examining curricular and academic issues related to disabilities. Chapter 5 focuses on special services and programs to assist the learner with special needs within the institution or organization. Chapter 6 discusses networks and collaboratives as resources for information. Chapter 7 presents the important role of advocacy and self-advocacy. Chapter 8 discusses trends and future directions. Appendixes contain the following: an outline of an academic course in self-advocacy; annotated list of 8 associations and organizations related to education, higher and postsecondary education, or employment; list of 131 associations and organizations related to disabilities and services; annotated list of 17 print, organizational, and electronic communication resources; 33 references; and index. (YLB)

ED 413 490 CE 075 144

Nahleh, Lamis Abu
Gender Planning and Vocational Education, and Technical Training in Palestine: An Initial Framework. Gender and Society Working Paper #4.
PUB DATE- 96
NOTE- 58p.; For a related document, see CE 075 145. Prepared by the Women's Studies Program.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developing Nations; Educational Environment; Educational Planning; Educational Policy;

ED 413 507 CE 075 221

Sarkar, Gerlinde; Stallard, Claire
Do Equity Groups Have a Fair Chance in Our Education System?
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Canadian Institutional Research and Planning Association (Toronto, Ontario, Canada, October 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Canada Natives; Disabilities; *Employment Patterns; *Equal Education; Females; Foreign Countries; Graduate Surveys; Graduates; Indigenous Populations; *Minority Groups; Nontraditional Occupations; Outcomes of Education; Postsecondary Education; Salaries; *Technical Institutes; Trend Analysis; Vocational Followup; Wages
IDENTIFIERS- Saskatchewan; Visible Minority (Canada)

The Saskatchewan Institute of Applied Science and Technology (SIAST) conducted a trend analysis of students from four designated groups--Aboriginal, visible minorities, persons with disabilities, and women in predominantly male occupations. These students were compared to the overall student population on four success measures: access to educational opportunities; success rates in education as measured by completion/graduation rates; success rates in obtaining employment in the chosen field of study; and wage/salary ranges for the employed graduates. The study used data from these sources: annual Education Equity Monitoring Report that documents changes from year to year in terms of applications, enrollments, graduation, and leaver statistics for the four groups and annual Graduate Employment Survey from which the graduates of the four groups are extracted and their employment rates compared with overall graduates. Findings indicated the following: an increase in participation of equity groups in SIAST programs; lower success rates for equity group students; steadily improving completion rates with parity for some groups; and lower employment rates for equity group graduates. More long term data is necessary before definite correlations can be made. (Copies of 29 transparencies used during the presentation are appended.) (YLB)

ED 413 508 CE 075 222

Hernandez-Gantes, Victor M.; Nieri, Lisa A.
Linking the NCTM Standards to School-to-Work Reform.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Colleges; Curriculum Development; Demonstration Programs; *Education Work Relationship; Educational Change; Educational Research; High Schools; *Integrated Curriculum; *Mathematics Education; *National Standards; Program Development; School Restructuring; Two Year Colleges; *Vocational Education
IDENTIFIERS- *NCTM Assessment Standards; *NCTM Curriculum and Evaluation Standards

A study described the dynamics of integrated mathematics-

ED 413 525 CE 075 262

Jacobson, Louis; LaLonde, Robert
Net Impact Evaluation of Retraining under ESHB 1988.
SPONS. AGENCY- Washington State Workforce Training and Education Coordinating Board, Olympia.
PUB DATE- 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Programs; Community Colleges; Dislocated Workers; Job Training; *Program Effectiveness; *Retraining; *State Legislation; State Programs; Technical Education; Two Year Colleges; *Unemployment; *Vocational Education; Wages
IDENTIFIERS- Impact Studies; *Washington

An evaluation of net impact of programs funded under the Washington State Employment and Training Act (ESHB 1988) of 1993, which provided money to community and technical colleges to expand existing courses and create new ones for Unemployment Insurance (UI) claimants most likely to lose jobs. The evaluation focused on whether the displaced UI claimants targeted for aid were at risk of experiencing unusually large earnings losses; whether their community college training raised their earnings above what they otherwise would have been; and whether the program increased the claimants' receipt of such training. Information was gathered through wage and claim records of the state's Employment Security Department covering 10 percent of some 400,000 UI claimants from 1989-1994 who left preclaim employers for whom they had worked for at least 6 quarters. Three key findings reported were as follows: (1) some of the courses offered by community colleges had strong, positive effects on subsequent earnings; (2) the program emphasized taking technical, vocationally oriented courses most likely to raise earnings; and (3) college attendance and completion of courses shown to raise earnings among displaced claimants markedly increased after the program started, and grew as the program matured. (The report contains 16 figures and 26 tables reporting data about program participants and the effects of the program.) (KC)

ED 413 526 CE 075 263

Seccombe, I.; Smith, G.; Buchan, J.; Ball, J.
Enrolled Nurses: A Study for the UKCC.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; Certification; *Education Work Relationship; *Educational Needs; *Employee Attitudes; *Employer Attitudes; Employment Patterns; Foreign Countries; Job Satisfaction; Labor Needs; *Labor Supply; Labor Turnover; National Surveys; *Nurses; Professional Development; Public Policy; Questionnaires; Tables (Data); Trend Analysis
IDENTIFIERS- Employer Surveys; *United Kingdom

Selected issues of concern to second-level enrolled (registered) nurses in the United Kingdom were examined through national surveys of two groups: (1) a random sample of 21,762 of the 115,459 nurses holding second-level registration in the United Kingdom, and (2) 700 employers who, included nurse executive

ED 413 544 CG 027 510

Forester-Miller, Holly; Davis, Thomas E.
A Practitioner's Guide to Ethical Decision Making.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Behavior Standards; *Codes of Ethics; *Counselors; *Decision Making; *Ethics; *Evaluative Thinking; Integrity; Models; Problem Solving; Responsibility
IDENTIFIERS- *American Counseling Association; Professional Ethics

Counselors must make sound ethical decisions but, often, determining the appropriate course to take when confronted with a difficult ethical dilemma can be a challenge. This guide assists counselors in ethical decision making; it is presented as a supplement, and is to be used in conjunction with, the American Counseling Association (ACA) Code of Ethics and Standards of Practice. This practitioner's guide addresses principles that are globally valuable in ethical decision making and provides a model for professionals to utilize in their practice. It opens with a review of the five moral principles that are viewed by many as the cornerstone of ethical guidelines: autonomy, nonmaleficence, beneficence, justice, and fidelity. These principles provide an absolute against which counselors can explore an ethical dilemma, thereby gaining a better understanding of conflicting issues. A sequential, seven-step, ethical, decision-making model is presented next and comprises the following: (1) identify the problem; (2) apply the ACA Code of Ethics; (3) determine the nature and dimensions of the dilemma; (4) generate potential courses of action; (5) consider the potential consequences of all options and then determine a course of action; (6) evaluate the selected course of action; (7) implement this action. (RJM)

ED 413 545 CG 027 692

Farrell, Patty
A Guide to State Laws and Regulations on Professional School Counseling. Certification Requirements and Mandates.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); Counselors; *Credentials; Elementary Secondary Education; Public Schools; *School Counselors; *Standards; *State Departments of Education; *State Regulation; *State Standards; Work Experience
IDENTIFIERS- Professional Guidelines

Professional school counselors are required by law and/or regulation in every state to obtain a state-issued credential in order to be employed in public schools. Information regarding certification requirements and state mandates are covered in this report. The information was compiled through an analysis of state laws, regulations, credentialing

ED 413 565 CG 028 170

Aalsma, Matthew C.; Varshney, Nicole M.; Arens, Daniel; Lapsley, Daniel K.
The Two Faces of Narcissism and Adolescent Mental Health.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; Junior High Schools; *Mental Health; *Psychopathology; *Self Concept; Self Esteem; Sex Differences; Student Attitudes
IDENTIFIERS- *Adolescent Attitudes; *Narcissism

This paper describes a study that examined the relationship between two forms of adolescent narcissism and indicators of self-worth (positive adjustment and psychopathology) in a sample of 561 adolescents. School structure, academic performance, and school participation were also examined and mental health functioning was assessed by measures of internalizing and externalizing symptoms, assessments of self-worth, and measures of adjustment. Results show that males were more narcissistic than females on the narcissism factors Exploitativeness, Authority, Superiority, Vanity. Superiority and Exhibitionism emerged as two clear forms of narcissism with differential predictions of academic performance and mental health outcomes. Vanity and Authority were also positively related to mental health. Although narcissism was unrelated to school structure and school participation, 8th-graders who attended schools with a 7th-8th grade structure showed a number of adaptational advantages over 8th-graders attending schools with K-8 and 1-12 structures. The findings show that adolescent narcissism is a multidimensional construct which shows differential patterns of correlations with indices of adjustment and psychopathology. (RJM)

ED 413 566 CG 028 176

Czaja, Marion D.
Continued Educational Services to Expelled Students in Texas: A Comparison of Voluntary and Mandated Juvenile Justice Alternative Education Programs.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Comparative Analysis; *Delinquency; *Delinquent Rehabilitation; Expulsion; High Risk Students; Intervention; Juvenile Justice; *Nontraditional Education; Program Evaluation; Secondary Education
IDENTIFIERS- Texas

In 1995, the Texas Legislature mandated the formation of Juvenile Justice Alternative Education Programs (JJAEPs) to serve adjudicated youth in counties with a population of 125,000 or more. Some less-populated counties formed their own JJAEPs. This paper presents a comparison of these voluntary programs to the mandated programs. Of the 22 mandated programs, 15 responded to a survey. A total of 18 units of the voluntary programs likewise responded. The programs are organized so that

ED 413 586 CS 012 975

Charlesworth, Liza; Spann, Mary Beth
Hats around the World. A Thematic Mini-Unit for Emergent Readers. Grades K-2 and Teaching Guide.
PUB DATE- 97
NOTE- 23p.; Teaching guide designed by Kathy Massaro.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Childrens Literature; Class Activities; Cultural Awareness; *Emergent Literacy; *Picture Books; Primary Education; Reading Strategies; Songs; Teaching Guides; Thematic Approach
IDENTIFIERS- *Hats

This kit presents a 16-page child-sized book full of photographs and easy, predictable text; a read-along audiotape; and a teaching guide on the topic of hats from 12 different cultures. Although written for emergent readers, the book in the kit includes all the elements of a real book--title page, dedication, author photo, and an easy-to-read "book blurb." The audio cassette in the kit contains the text of the book as well as a song about hats. The teaching guide presents reading strategies to use before, during, and after the book; tips for using the audiotape; several literature-based activities; and lyrics to the song on the audiotape. (RS)

ED 413 587 CS 012 976

Mucelli, Carolyn
Reading: Start to Proficiency.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Trends; Elementary Education; *Instructional Effectiveness; *Phonics; *Reading Ability; *Reading Instruction; Reading Processes; Reading Programs; *Whole Language Approach
IDENTIFIERS- *Balanced Literacy; Reading Recovery Projects

There seems to be a pendulum in the field of education that sways from one extreme to another when a teaching method is introduced. The whole language concept caught on, and phonics instruction was then considered defunct. The pendulum now in the process of swinging back is being intercepted, before it goes to the extreme of "all phonics," by a balanced approach to reading instruction. A teacher used Reading Recovery techniques in a classroom as part of a balanced reading program and notes that all but one student are reading at or above grade level. A study found that proficient readers employ a plurality of ways to read, even when given the same passages and tasks. (RS)

ED 413 588 CS 012 977

Carroll, Vickie
Learning To Read, Reading To Learn.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English

ED 413 608 CS 216 081

Sonomura, Marion S.
Hawaii Creole English and the Idiomatic Demands of Academic Writing.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Creoles; Elementary Secondary Education; *English; Instructional Improvement; *Language Usage; *Language Variation; Student Needs; Two Year College Students; Two Year Colleges; Verbal Ability; Writing Instruction; *Writing Skills
IDENTIFIERS- *Academic Discourse; *Hawaiian Creole English

Both teachers and learners assume that to know a language, an individual need only learn its vocabulary and grammar. The correct use of common collocations, formulas, and idioms is the skill that makes language fluent, natural, and comprehensible. These formulaically constructed phrases that are not assembled by rule but recalled from memory are known as "phrasems." While phrasems are necessary and significant parts of any real language, they are anomalies in current grammatical paradigms. The genre of academic writing employs selectional restrictions that apply just as stringently at the phrase level as at the word level. Attempts to improve the verbal scores of Hawaii's students (who traditionally score lower in verbal skills than the U.S. average) by attacking the grammar and vocabulary of Hawaii Creole English (HCE) speakers have done little to change students' performance. A study of writing errors of students in basic writing courses at community college showed that more of the errors of HCE-speaking writers were of the idiomatic rather than the grammatical variety. To help these and other students, teachers must recognize the enormous role that common collocations, formulas, and idioms play in natural language, both spoken and written. Conventionalized collocations, formulas, and idioms needed by students to produce idiomatically appropriate academic discourse must be identified, with an inventory based on frequency of usage, so that students could master the use of conventionalized phrasems systematically. Composition teachers may see added value in selecting reading materials that are excellent models of idiomatic writing in English. (CR)

ED 413 609 CS 216 082

Baker, Edith M.
Creating Justice in the Classroom by Avoiding "Just-Ness": Developing the Ethical Stance in Composition 101.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Cultural Awareness; Cultural

ED 413 629 EA 027 646

Snyder, Karolyn J.; Wolf, Kristen M.; Acker-Hocevar, Michele
Changing Schools to Quality Work Cultures: Issues and Dilemmas.
PUB DATE- 95
NOTE- 33p.; Paper presented at the Annual Meeting of the British Educational Management and Administration Society (Oxford, England, United Kingdom, September 22-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ecology; *Educational Change; *Educational Environment; *Educational Philosophy; Elementary Secondary Education; Empowerment; Organizational Theories; Power Structure; School Restructuring; *Systems Approach; Total Quality Management
IDENTIFIERS- *Learning Organizations; Social Constructivism

All too often, rhetoric has become the guide for change, rather than philosophical assumptions and value systems. This paper presents three organizational constructs to assist schools in successfully transforming their work cultures into learning organizations. The three components include systems thinking and quality concepts, social constructivism and poststructural decision-making processes, and the power-empowerment dichotomy. Each of the components frames philosophical issues of epistemology and ethics, which help to build a foundation for systemic change. Short of recognizing these foundational issues, schools usually will engage in short-lived change efforts to adopt "quality concepts" and end up in the history books as part of a "fad of the 1990s." The metaphor of environment versus ecology is used throughout the paper to highlight the distinction between "quick fix" educational change of the past decades and systemic reform that is required to transform schooling and its effects. Two tables and two figures are included. (Contains 46 references.) (Author/LMI)

ED 413 630 EA 027 647

Snyder, Karolyn J.; Acker-Hocevar, Michele; Wolf, Kristen M.
Chaos Theory as a Lens for Advancing Quality Schooling.
PUB DATE- 95
NOTE- 34p.; Paper presented at the Annual Meeting of the British Educational Management and Administration Society (Oxford, England, United Kingdom, September 22-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Environment; Elementary Secondary Education; Organizational Change; *Organizational Development; Principals; Quality of Working Life; *School Restructuring; *Teacher Attitudes; Total Quality Management; Work Environment
IDENTIFIERS- *Chaos Theory

Chaos theory provides a useful mental model for guiding change as leaders garner the energy from unpredictable events for realizing transformation goals. The paper considers chaos theory as a framework for managing school change toward Total Quality Management work cultures. Change is possible to manage when plans are made and then followed by a careful and continuous reading of the chaotic landscape of the school

ED 413 648   EA 028 735

Zohar, Danah
Rewiring the Corporate Brain: Using the New Science To Rethink How We Structure and Lead Organizations.
PUB DATE- 97
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Corporations; Elementary Secondary Education; Group Dynamics; *Leadership; Leadership Styles; Management Systems; Models; Organizational Change; *Organizational Development; *Organizational Effectiveness; Organizational Theories; Quantum Mechanics
IDENTIFIERS- *Chaos Theory

This book relates the radically new sciences of the 20th century--quantum mechanics, chaos theory, and complexity theory--to organizational problems and challenges facing corporate leaders. The book draws on the science of the human brain, with its three different kinds of neural structures--mental, emotional, and spiritual--to illustrate how to exercise the full creative capacities of the "corporate brain." It proposes a new model for structure, leadership, and learning within organizations that allows them to thrive on uncertainty, deal creatively with rapid change, and realize the full potential of workers and leaders. Part 1, "Using the New Science to Rewire Corporate Thinking," contains chapter 1, "Three Levels of Real Transformation"; chapter 2, "Three Kinds of Thinking: How the Brain Rewires Itself"; chapter 3, "Eight Principles of the Old and New Science Applied to Leadership"; and chapter 4, "At the Edge." Part 2, "Structure and Leadership of the Rewired Corporation," contains chapter 5, "The Western Model: The Newtonian Self and the Newtonian Organization"; chapter 6, "The Eastern Model: The Networked Self and the Networked Organization"; chapter 7, "The Quantum Model: Bridging East and West"; chapter 8, "Dialogue: A Chance to Grow New Neural Connections"; and chapter 9, "Servant Leaders: What Do They Really Serve?" Ten figures, three tables, and an index are included. (Contains 31 references.) (LMI)

ED 413 649   EA 028 741

Missouri School Improvement Program: Standards and Indicators Manual. Effective July 1, 1997 (Second Cycle).
PUB DATE- 97
NOTE- 48p.; For the procedures handbook, see EA 028 742. Cover title varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Accountability; *Educational Improvement; *Educational Objectives; Educational Resources; Elementary Secondary Education; Enrollment; *Evaluation Criteria; Guidelines; Performance; State Programs; *State Standards
IDENTIFIERS- *Missouri School Improvement Program

The Missouri School Improvement Program is designed to promote excellence in the public schools of the state. Missouri has a dual responsibility for the quality of education provided its

ED 413 668 EA 028 773

Flam, Samuel; Keane, William G.
Public Schools/Private Enterprise: What You Should Know and Do about Privatization.
PUB DATE- 97
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Contracts; Cost Effectiveness; Educational Economics; Elementary Secondary Education; Free Enterprise System; Government School Relationship; Politics of Education; Private Sector; *Privatization; *Public Schools; *School Business Relationship

It is likely that most school districts will need to think through the possibilities of privatizing one or more functions. This book was written to help all concerned parties understand the privatization debate. No political or philosophical conclusions about the feasibility of privatization were made. Chapter 1 relates the experience of the Pinckney (Michigan) school district, and chapter 2 presents an overview of the history of privatization, the current debate, and the current options. Chapter 3 examines contracting out services and establishing an Education Management Organization (EMO). Areas of school-district operations that should receive detailed analysis are described in chapter 4, and the roles and responsibilities of various participants are discussed in chapter 5. Chapter 6 discusses the politics of implementation and strategies for conflict management. Steps for ensuring an effective contract are described in chapter 7. The final chapter examines social change and economic trends and how they will affect the future of privatization. Appendices contain a sample checklist, lists of contractual items and for-profit firms serving education, a glossary, and an index. (Contains 74 references.) (LMI)

ED 413 669 EA 028 776

U.S. Department of Education Strategic Plan, 1998-2002.
PUB DATE- 97
NOTE- 160p.; For only prior department strategic plan (in 1994), see ED 381 565.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; *Institutional Mission; Performance; Postsecondary Education; *Program Evaluation; *Strategic Planning
IDENTIFIERS- *Department of Education

After assessing national progress toward the 1990 National Education Goals, President Clinton announced his "Call to Action for American Education" in February 1997, which identified critical areas where work was still needed. The Department of Education (ED) developed seven priorities to help focus its efforts. The priorities are: read independently by the end of the third grade; master challenging mathematics, including the foundations of algebra and geometry, by the end of the eighth grade; be prepared for and able to afford at least two years of college by age 18, and be able to pursue

ED 413 687 EC 305 956

Tucker, Angula; Moore, J. Elton
Inclusion of Women in the Randolph-Sheppard Program.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Programs; Adults; *Blindness; *Equal Opportunities (Jobs); Federal Programs; *Females; Interviews; Minority Groups; *Participation; Personnel Selection; Program Development; Recruitment; Sex Differences; *Sex Discrimination; *Visual Impairments; Vocational Rehabilitation
IDENTIFIERS- *Randolph Sheppard Act

The Randolph-Sheppard Act of 1936 established the Randolph-Sheppard Vending Facility Program, more commonly known in most states as the Business Enterprise Program (BEP). The BEP is described as a program that provides persons with blindness with remunerative employment and self-support through the operation of vending facilities on federal property. A study interviewed 40 BEP directors to investigate the number of male and female facility managers and the reasons for the disproportionately low number of females. The study also sought to identify recruitment strategies to attract more females into the BEP. Results of the study found the percentage of females being referred to the program, being accepted into the program, completing the program, becoming licensed operators, and being assigned a facility is significantly lower than the percentage of males. The report recommends that State Licensing Agencies actively encourage female facility managers to serve on their Elected Committee of Blind Vendors, recruit both male and female minorities to participate in the BEP, examine their rules on placements to determine if females are at a disadvantage, actively market the program to create new facilities, consider implementing a policy of requiring vocational rehabilitation counselors to visit BEP facilities physically, and to conduct recruiting programs at residential schools for the blind. (Contains 61 references.) (CR)

ED 413 688 EC 305 957

Padden, Carol; Ramsey, Claire
Deaf Students as Readers and Writers: A Mixed-Mode Research Approach.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Deafness; Educational Strategies; Elementary Secondary Education; Parents with Disabilities; *Partial Hearing; *Performance Factors; Public Schools; *Reading Instruction; Reading Skills; *Residential Schools; Self Contained Classrooms; Special Education; State Schools; *Writing Skills

This report discusses the outcomes of a project that examined the acquisition of reading and writing skills in 135 children with deafness or who are hard of hearing. Eighty-three of the

ED 413 707 EC 305 981

Garfinkel, Lili Frank; Jordan, Dixie; Kragthorpe, Candy
Unique Challenges, Hopeful Responses: A Handbook for Professionals Working with Youth with Disabilities in the Juvenile Justice System.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.
PUB DATE- 97
NOTE- 80p.; Funding also received from the Jay and Rose Phillip Family Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; Autism; Behavior Disorders; Case Studies; Check Lists; *Childrens Rights; Civil Rights Legislation; *Communication Problems; Delinquency; Depression (Psychology); Developmental Disabilities; *Disabilities; Disability Identification; Discipline Policy; Educational Legislation; Emotional Disturbances; *Etiology; Family Involvement; *Interpersonal Communication; *Juvenile Justice; Learning Disabilities; Mental Retardation; Parent Participation; Youth Problems
IDENTIFIERS- Individuals with Disabilities Education Act

This book provides information about emotional, behavioral, learning and developmental disabilities; disability-specific entitlements; and approaches for professionals who work with youthful offenders with disabilities throughout the juvenile process. Chapter 1 describes characteristics of common disabilities among youthful offenders and details strategies and accommodations that professionals may want to consider when working with the youth who have these disabilities. Disabilities described include conduct disorder, depression, post traumatic stress disorder, attention deficit hyperactivity disorder, oppositional defiant disorder, learning disabilities, and developmental disabilities. Case studies of individuals with different disabilities are provided, as well as a list of some of the communication difficulties confronted by individuals with mental retardation. Chapter 2 reviews entitlements for youth with disabilities in the justice system, including rights under the Individuals with Disabilities Education Act (IDEA). This chapter also discusses school discipline policies and rules that could discriminate against specific students. Strategies that professionals can use for promoting family involvement are outlined in chapter 3. A final chapter makes recommendations for overcoming the barriers in the juvenile justice system that make it more difficult for youth with disabilities to receive appropriate and meaningful correctional responses. An appendix provides a resource list of national organizations related to youth and juvenile justice and a list of parent training and information centers. (Contains 64 references.) (CR)

ED 413 708 EC 305 982

How To Choose a College: Guide for the Student with a Disability. Fifth Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English

ED 413 726 EC 306 000

Gilbert, Sharon L.
Parent and Teacher Congruency on Variations of a Screening Instrument: An Examination.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Check Lists; *Developmental Delays; *Early Intervention; Fathers; *Interrater Reliability; Mothers; Preschool Children; Preschool Education; *Screening Tests; *Student Evaluation; Teachers; *Test Reliability
IDENTIFIERS- *Developmental Observation Checklist System

This study examined whether variations in the Developmental Observation Checklist (DC) format influences congruence of scores among both parents and the child's teacher. The DC was varied by adding pictorial illustrations and examples and having three response categories instead of two. Results from 100 sets of participants were evaluated with each set consisting of a mother, father, and teacher of children chronologically below the age of 6 years with and without developmental delays. Participants were enrolled in early intervention and child-care programs in Alabama and Mississippi. A 3 X 4 factorial analysis of variance, one between-subjects factor (versions of the instrument) and one within-subjects factor (rater type) were utilized. Findings indicated no significant difference between the raters could be attributed to the different versions of the assessment instrument. However, a significant difference among the raters was found, with mothers rating the child's skills highest, the fathers next, and the teachers last. Much of the document contains appendices including a discrepancy evaluation model, the list of DC items clarified with pictures and/or examples, created versions of the DC, and the training module for research assistants. (DB)

ED 413 727 EC 306 001

Maes, Frederik; Vandenberghe, Roland; Ghesquiere, Pol
The Diagnostic and Remedial Capacity of Primary Schools: Development of the Questionnaire "Care for Pupils with Learning Problems".
PUB DATE- 97
NOTE- 28p.; Paper presented at the EARLI Conference (Athens, Greece, August 26-30, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dutch; *Educational Diagnosis; Elementary Education; Evaluation Methods; Foreign Countries; Norms; Program Evaluation; *Questionnaires; *Remedial Instruction; *Special Needs Students; Standards; Test Reliability; *Test Validity
IDENTIFIERS- *Belgium

This study attempted to develop a reliable and valid instrument for measuring the diagnostic and remedial capacity of primary schools and to apply this instrument in examining how special needs services are provided in ordinary primary schools in the Dutch speaking part of Belgium. The study's conceptual model

ED 413 745 FL 024 766

Krauwer, Steven
Machine Translation: State of the Art, Trends and User Perspective.
PUB DATE- 95
NOTE- 8p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computational Linguistics; Computer Software; *Discourse Analysis; Foreign Countries; Language Research; *Languages; Linguistic Theory; *Machine Translation; Research Methodology; Research Needs; Structural Analysis (Linguistics); *Translation; Trend Analysis; Users (Information)
IDENTIFIERS- Europe (East); *Language Corpora

Currently, no machine translation (MT) system is capable of successfully imitating the behavior of a human translator, and there exists no formal description of what an MT system is supposed to do. The biggest problem in practice is disambiguation. However, various types of existing systems do help reduce language barriers, even if they are poor imitations of the human translator. Users of such systems determine the utility of the systems. Three groups of users are distinguished: big companies and institutions; professional and occasional translators; and monolingual users. Big MT systems are becoming more cost-effective. Smaller systems providing high-quality output for restricted tasks and domains and multilingual systems based on spoken dialogue are being developed. Whereas market developments show a trend toward more specialized and restricted systems, the trend in research is to widen the scope of machine translation, moving from sentence to text, focusing on disambiguation based on domain restrictions, and using non-traditional statistical methods. Work is needed to provide lexicological and terminological resources for East European languages, and to create large collections of real-life data, including monolingual and bilingual text corpora. (MSE)

ED 413 746 FL 024 767

Erjavec, Tomaz; Ide, Nancy; Petkevic, Vladimir; Veronis, Jean
MULTEXT-EAST: Multilingual Text Tools and Corpora for Central and Eastern European Languages.
PUB DATE- 95
NOTE- 12p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bulgarian; *Computational Linguistics; *Computer Software; Czech; Descriptive Linguistics; *Discourse Analysis; Estonian; Foreign Countries; Hungarian; Language Research; Linguistic Theory; Program Descriptions; Romanian; Slovenian;

ED 413 766 FL 024 865

Flores Revilla, Maria Teresa; Zoreda, Margaret Lee; Vivaldo Lima, Javier; Blanco Lopez, Guadalupe; Caballero Robles, Teresita del Rosario; Mercau Appiani, Virginia
Programa Academico de Dominio de Ingles Como Lengua Extranjera (Academic Program in English as a Foreign Language).
PUB DATE- 97
NOTE- 107p.
LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Audiotape Recordings; *College Second Language Programs; Courseware; *Curriculum Design; Difficulty Level; Educational Technology; *English (Second Language); Foreign Countries; Higher Education; *Instructional Materials; Language Laboratories; Language Skills; Listening Comprehension; Reading Comprehension; Second Language Instruction; Speech Skills; Teaching Methods; Writing Skills
IDENTIFIERS- Universidad Autonoma Metro Iztapalapa (Mexico)

The guide presents the newly-developed curriculum of the Universidad Autonoma Metropolitana at Iztapalapa (Mexico) for its program in English as a foreign language. An introductory section provides background information on the initiative to design a new curriculum. The second section presents the principles on which the curriculum and its methods are founded. The main section of the curriculum guide has two parts. It first outlines the curriculum's general objectives and specific objectives for speaking, reading, listening, and writing at four instructional levels (beginner, intermediate, advanced, and superior). The second part describes program components, including the textbook series, language laboratory materials, optional elective courses for advanced students, and multimedia support services. In this part, tables present detailed information on the textbook series' content and organization. (Contains 16 references.) (MSE)

ED 413 767 FL 024 876

Snow, Don
More Than a Native Speaker: An Introduction for Volunteers Teaching Abroad.
PUB DATE- 96
NOTE- 318p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; Classroom Techniques; Course Descriptions; *Course Organization; Cultural Awareness; Cultural Education; *English (Second Language); Foreign Countries; Grading; Grammar; *Instructional Design; *Language Skills; Lesson Plans; Second Language Instruction; Skill Development; Student Evaluation; Vocabulary Development; Volunteer Training; *Volunteers; work Environment

The guide is designed to orient volunteers teaching English as a Second Language (ESL) overseas to the experience of teaching in this context and the processes of preparing for teaching and addressing classroom issues. An introductory chapter looks at the typical volunteer teaching environment and previews the guide's content. Chapters 1-6 focus on planning for language

ED 413 787 FL 024 918

Ogunyemi, Olatunji
The Perception and Challenges of Communication Policy Issues: A Comparative Analysis of Nigeria and Russia.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Developing Nations; Foreign Countries; *Information Technology; *Mass Media; Policy Formation; *Public Policy; Technological Advancement; *Telecommunications
IDENTIFIERS- *Nigeria; *Russia

Issues in development of public policy concerning telecommunications and advancement of information technology facing third world countries are examined, and the situations of two very different countries (Nigeria and Russia) are considered, focusing on the development of commercial media in each. The media environment in both countries is described, and although media became entrenched in Russian society earlier than in Nigerian, both countries subjected the media to government control and manipulation. Use of the media for public interest issues and ways in which communication policy conditioned planning efforts are explored, and problems specific to Nigeria are examined. Emphasis is on areas in which Russia's experience can benefit Nigeria. These include choice of telecommunications facilities, providing access in remote communities, provision of incentives to develop mass media, and generation of resources for media development. (Contains 177 references.) (MSE)

ED 413 788 FL 024 919

Stansfield, Charles W.; Wu, Weiping; Liu, Ching-Ching
Listening Summary Translation Exam (LSTE) in Taiwanese (Also Known As) Minnan, Southern Fukienese, Southern Min, Xiamen, Amoy. Final Project Report.
PUB DATE- 97
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chinese; English; Federal Government; Interpretive Skills; *Language Tests; *Law Enforcement; *Listening Comprehension; Public Agencies; Regional Dialects; Test Reliability; Test Validity; Testing; *Translation; Uncommonly Taught Languages
IDENTIFIERS- Intelligence Gathering; *Summarization; *Taiwanese

The report details development and validation of a test designed to assess the ability to comprehend and summarize, in English, recorded conversations spoken in Taiwanese. The language and topics of the exam are representative of conversations that federal law enforcement or intelligence agencies may need to monitor in this language. The report is presented in nine sections. The first discusses the language itself and gives other relevant information on the project. The second provides a general description of the operational version of the Listening Summary Translation Exam in Taiwanese. The third describes development of the two pilot test forms, and the

ED 413 807 HE 030 710

Finney, Joni E., Ed.; Callan, Patrick M., Ed.
Public and Private Financing of Higher Education. Shaping Public Policy for the Future. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 97
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Access to Education; *Educational Finance; *Financial Policy; Financial Support; *Higher Education; Long Range Planning; Paying for College; Private Sector; Public Policy; Public Sector; State Aid; *Statewide Planning; Student Costs; Student Financial Aid; Trend Analysis; Tuition

This book on the financing of higher education is divided into two parts; the first analyzes national trends and the second focuses on the financing of higher education in five states--California, Florida, Michigan, Minnesota, and New York. Three major changes in higher education finance are noted: first, a shift in responsibility away from public and governmental sources to students, families, and institutions; second, a shift from grants to loans as the predominant form of student financial assistance; and, third, an increasing reliance on allocated tuition fees as a source of student financial assistance. The eight chapters are: (1) "The Price of Passive Resistance in Financing Higher Education" (Brian M. Roherty); (2) "The Changing Landscape: Higher Education Finance in the 1990s" (David W. Breneman and Joni E. Finney); (3) "Shaping the Future" (Robert Zemsky and Gregory R. Wegner); (4) "California: Financing Higher Education Amid Policy Drift" (Mario C. Martinez and Thad Nodine); (5) "Florida: Protecting Access and Anticipating Growth" (Yolanda Sanchez-Penley, Mario C. Martinez, and Thad Nodine); (6) "Michigan: Fiscal Stability and Constitutional Autonomy" (Mario C. Martinez and Thad Nodine); (7) "Minnesota: Uncertainty in a Time of Constrained Resources" (Joan E. Sundquist); and (8) "New York: Politics and the Funding of Higher Education" (Kathy Reeves Bracco and Yolanda Sanchez-Penley). An appendix lists participants in the National Roundtable on the Public and Private Finance of Higher Education on which the third chapter is based. (Individual chapters contain references.) (DB)

ED 413 808 HE 030 711

Cook, Patricia; Johnson, Reid; Moore, Phil; Myers, Phyllis; Pauly, Susan; Pendarvis, Faye; Prus, Joe; Ulmer-Sottong, Lovely
Critical Thinking Assessment: Measuring a Moving Target. Report & Recommendations of the South Carolina Higher Education Assessment Network Critical Thinking Task Force.
PUB DATE- 96
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Change Strategies; *College Outcomes Assessment; *Critical Thinking; Educational Change; *Evaluation Methods; Feasibility Studies; Higher Education; Needs Assessment; Performance Tests; State Aid; Test Validity
IDENTIFIERS- *Performance Indicators; *South Carolina

ED 413 826 HE 030 729

Thiedt, Catherine
Music and the Liberal Arts. Final Report and Second Evaluation of Outcomes of the Course: Music and the Liberal Arts.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Education; *College Curriculum; *Course Content; Curriculum Evaluation; Higher Education; Humanities; Instructional Materials; *Interdisciplinary Approach; Introductory Courses; *Music Appreciation; *Music Education; Natural Sciences; Social Studies; Statistical Data; Surveys; Teacher Collaboration; Undergraduate Study

This final report and separate evaluation report describe activities and accomplishments of a 45-month project at Heidelberg College (Ohio), to develop and evaluate an undergraduate course for nonmusic majors which integrates music with a variety of other disciplines. The course's emphasis was on the relationship of music to the larger society. Seventeen disciplines in the humanities, social sciences, natural sciences and the arts were selected. A faculty member from each discipline worked with the project director to produce 73 class presentations, which were collected into a teaching resource. After an executive summary, individual sections of this report describe the project's purpose, background and origins, overall design, evaluation/results, and conclusions. The evaluation report is based on survey responses received from the course's eight students and evaluation of their written responses. It concludes that the course is fulfilling nearly all the purposes for which it was designed. A detailed statistical analysis comprises much of the evaluation report. (DB)

ED 413 827 HE 030 730

Fiscal Profiles, 1997. The Seventh in a Series of Factbooks about Financing of California Higher Education.
PUB DATE- 97
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Enrollment; Expenditure Per Student; Financial Policy; Financial Support; Grants; Higher Education; Long Range Planning; Private Colleges; Public Colleges; Public Education; *Resource Allocation; State Aid; State Departments of Education; *State Government; State Regulation; State Universities; Statewide Planning; Statistical Data; Student Costs; Tables (Data); Trend Analysis
IDENTIFIERS- *California

This report provides information about California higher education for the fiscal years 1965-66 through 1997-98, along with related information on state financing and public elementary and secondary education. Among the highlights of the report are: the 1997-98 budget increases for public postsecondary education; reductions in student fees at public institutions; and a $10.2 million increase to the state's Cal Grant student financial aid program. Data tables and supporting

ED 413 845 HE 030 757

Shipps, Kenneth W.
Building Curricular Coherence through the Teaching of Classic Texts at Eleven Colleges.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classics (Literature); *College Instruction; Curriculum Development; *Faculty Development; Higher Education; *Instructional Improvement; Interdisciplinary Approach; Program Effectiveness; Program Evaluation; Seminars; Summer Programs; Teaching Methods

This final report describes activities and accomplishments of a 3-year project of faculty and curricular development using a variety of classic texts and involving 10 liberal arts colleges and one state university. Three-week summer seminars were held for faculty who studied self-selected classics introduced by master teachers, and discussed teaching strategies and curriculum possibilities. Of the 200 faculty participants, almost all reported the strategies created a community of interest and progress on the major issues. Positive student outcomes were also found; there was 10 percent increased student retention at one institution, significant improvement of critical thinking skills at another, and positive gains in student attitudes toward key issues at another. Four colleges and the state university did not continue the project, apparently due to leadership collapse and fragmented disciplinary cultures. External evaluation supported the project's success at the other seven institutions. Individual sections present an overview of the project and describe the project's purpose, background and origins, organization and activities, and results. Six appendices include a report of the pilot project at Phillips University (Oklahoma), a summary of activities at each institution, student and faculty surveys, conference material, and the external evaluation report. (DB)

ED 413 846 HE 030 758

Buckley, Suzann; Lafleur, Ingrun
The New Transfer Student Network: Retention and Quality through Student-Faculty Interaction.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Bachelors Degrees; College Students; Cooperative Programs; Higher Education; Institutes (Training Programs); Intervention; *Models; Public Colleges; *School Holding Power; Summer Programs; *Transfer Students; Two Year Colleges; Undergraduate Study
IDENTIFIERS- State University of New York Coll at Plattsburgh

This final report describes activities and accomplishments of a 40-month federally supported program at the State University of

ED 413 864 IR 018 613

Williams, Peter; Jacobson, Saryl
Take a Technowalk: To Learn about Materials & Structures. Springboards for Teaching Series. Teaching Innovations.
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Construction Materials; Curriculum Enrichment; Design; Elementary Education; *Experiential Learning; *Field Trips; Foreign Countries; *Lesson Plans; Mathematics Education; Problem Solving; Science Education; Structural Elements (Construction); Teaching Guides; *Technology Education
IDENTIFIERS- Canada

A Technowalk is a walk through the community to explore the technology found there, looking for common materials or particular kinds of structures. Technowalks involve the investigating, designing, testing, trouble-shooting, and problem-solving that the technological process provides. This book provides suggestions for 10 Technowalk activities for grades K-8. The book is divided in four parts: Introduction; Using this Book; Learning about Materials; and Learning about Structures. The Materials and Structures sections each contain plans for a sequence of five Technowalks. Each Technowalk includes: suggestions for activities before, during, and after the walk; reproducible worksheets; and extension/home activities. Each section begins with background information which covers the concepts in that section, recommended approaches, and evaluation strategies. Appendices include: chart of detailed outcomes of Technowalks, arranged by category--mathematics, science, and technology; glossary of terms; Technotalk: "What Does Technology Mean to You?"; self, peer, and group assessment forms for grades K-3 and 4-8; reading lists; links with the community; information and permissions form; Technotalk: "Properties of Materials"; teacher resources; Internet sites; and information about Trifolium Books. (SWC)

ED 413 865 IR 018 614

Mathematics, Science, & Technology Connections. Teachers Helping Teachers Series.
PUB DATE- 96
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Construction Materials; Curriculum Enrichment; Design; Environment; Experiential Learning; Force; Foreign Countries; Integrated Curriculum; Intermediate Grades; Junior High Schools; *Lesson Plans; *Mathematics Education; Motion; *Problem Solving; *Science Education; Structural Elements (Construction); Student Evaluation; *Technology Education
IDENTIFIERS- Canada

This book promotes an integrated curriculum to assist students in grades 6-9 in seeing the links between different subject areas and in a larger context, the direct relevance of what they are in nonprofessional jobs and jobs not requiring a college degree and among workers in the 25-34 age group. Female registered nurses, however, earn more than their male counterparts. (MN)

ED 413 414 CE 073 894

Oskarsson, Bertil; Muscheidt, Corinna
Vocational Education and Training in Kyrgyzstan. Managing Educational Reforms in an Economy in Transition.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 96
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Economic Change; *Economic Development; *Education Work Relationship; *Educational Change; Educational Needs; Educational Practices; Educational Trends; Foreign Countries; Job Training; Labor Market; Retraining; Role of Education; Secondary Education; Systems Approach; Technical Institutes; *Transitional Programs; Trend Analysis; Two Year Colleges; Unemployment; *Vocational Education
IDENTIFIERS- *Kyrgyzstan

This paper is the result of a request from the European Commission Directorate General XXII for an in-depth study into the vocational education and training system in one of the countries of the New Independent States of Mongolia. This document examines those parts of the Kyrgyz education system with direct links to Vocational Education and Training (VET). The following topics are discussed: Kyrgyzstan's geography, climate, infrastructure, population, culture, religions, economy, labor market, and education system; initial vocational training and the vocational-technical school (VTS) system (the VTS system's organization; tasks and responsibilities of the Directorate for Vocational and Technical Training; the VTS system's financing, staffing, students, curricula, methodological tools, technical equipment, teaching tools, and physical premises; international cooperation in the area of initial vocational training); the system of special secondary education (the system's organization, contents, financing, staffing, and students); retraining of unemployed people in Kyrgyzstan's VTS system; main problems of VET in Kyrgyzstan (international cocrdination, general upgrading of the state VET system; establishing of relevant links between VET, the Employment Service, and the labor market; financing); and recommendations. Appendixes constituting approximately 40% of this document contain the following: overview of an information system being developed for the Department for Training of Workers and Entrepreneurs; list of existing vocational training centers under the Ministry of Labor; and list of institutions by the Ministry of Education providing technical and/or VET at the secondary level or through special secondary education. (MN)

ED 413 415 CE 074 206

The Literacy Equation: Competence = Capability? National Conference of the Australian Council for Adult Literacy Conference Papers (Queensland, Australia, November 7-9, 1996).
PUB DATE- 96
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult

end of their training. It was concluded that, although the rate of female labor market activity has risen continuously over the past 35 years and women now constitute 45% of the French labor force, women's careers remain more sharply marked by extra-professional events. The labor market conditions encountered by young men and women 2-3 years after the end of their initial training were similar in the case of individuals with higher education diplomas but significantly more differentiated among men and women with secondary school vocational diplomas. Men were more likely to be employed in production sectors, whereas women were most likely to employed in service occupations. Young women managers' career patterns were comparable to those of men provided the women remained single or established an ad hoc family structure. (MN)

ED 413 433 CE 075 018

Computer Aided Drafting and Design, Industrial Manufacturing Technician, and Mechanical Engineering Technician and Machine Tool, Die and Moldmaking Technology. Tech Prep Competency Profile.
PUB DATE- 96
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Competence; Competency Based Education; *Computer Assisted Design; Employment Potential; High Schools; *Job Skills; *Machine Tool Operators; Machine Tools; *Manufacturing; Manufacturing Industry; *Mechanical Design Technicians; Mechanical Equipment; Production Technicians; Tech Prep; Two Year Colleges
IDENTIFIERS- Ohio

This document contains competency profiles in four areas: computer-aided drafting and design; industrial manufacturing technician; mechanical engineering technician; and machine tool, die, and moldmaking technology occupations. The profiles are intended for use in articulating tech prep programs from high school through associate degrees in Ohio. Along with the specific competencies for these occupations, the document contains general competency profiles in these subjects: communications literacy, mathematics literacy, science literacy, technology literacy, computer literacy, technical recording and reporting, teamwork, employability skills, and professionalism that are applicable to all applications. Each competency profile is organized in units and subunits with hundreds of tasks correlated with the grade levels by which they need to be mastered. (KC)

ED 413 434 CE 075 023

Straka, Gerald A.; Schaefer, Cornelia
Self-Directed Learning in the Process of Work: Conceptual Considerations--Empirical Evidences.
PUB DATE- 97
NOTE- 17p.; Paper presented at the World Conference on Self-Directed Learning (1st, Montreal, Quebec, Canada, September 14-17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Comparative Analysis; Competence;

that determined the impact of workplace language and literacy inclusive training (LLIT) on key aspects of the workplace in regard to the whole process of workplace change. The document presents the principal data on which the findings and recommendations are based. A general introduction details the number of respondents (from a sample of 520) to each of the 5 instruments used and the number of workplaces represented and presents the guidelines upon which the statistics presented were based. The volume is then divided into the five aspects of the workplace in which language and literacy inclusive training (LLIT) had the most impact: direct cost savings, access to and acceptability of further training, participation in teams and meetings, promotion and job flexibility, and the value of training. The section corresponding to each of these aspects discusses the number of respondents to the instrument used and the number of workplaces represented, describes the measuring instrument, and presents the data in tabular and, whenever appropriate, graphic form. Some parts provide comments or a synthesis of opinions. Appendixes include the following: initial interview questionnaire; direct cost savings instrument; access to and acceptability of further training instrument; participation in meetings instrument; promotion and job flexibility instrument; "value of the training" survey (four variations). (YLB)

ED 413 453   CE 075 053

Jell, John R.
A Student's Guide to Success in the Real World. Method to the Madness.
PUB DATE- 97
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; *Career Planning; College Programs; *Employment Potential; *Extracurricular Activities; High Schools; Higher Education; *Job Search Methods; *Job Skills; Self Actualization; Vocational Interests

This book, written especially for students between junior years of high school and junior years of college, presents a practical approach to maximizing educational experiences and obtaining a good, career-beginning job. Based on personal experiences, the book makes a case for studying hard, obtaining many life experiences through part-time jobs and cocurricular activities, and identifying personal interests. The book is organized in 11 chapters that cover the following: (1) Introduction; (2) The Education Cycle; (3) Your Education and Your Future; (4) A Job versus a Career; (5) Identifying Your Likes and Dislikes; (6) Why Cocurricular Activities Are So Important; (7) Election Tips and Networking; (8) Work Experience and Paying for School; (9) Ready for the Real World? Helpful Resume and Interview Hints; (10) You Are Now in the Real World: The 5 Ps and Ten-Step Process; and (11) Conclusion. Contains 40 references. (KC)

ED 413 454   CE 075 054

Tang, Joyce, Ed.; Smith, Earl, Ed.
Women and Minorities in American Professions. SUNY Series, The New Inequalities.

substantiated in some cases, include the following: (1) acquisition of knowledge or skill related to employment in particular occupations or industries; (2) career exploration and planning; (3) learning all aspects of an industry; (4) increasing personal and social competence related to work in general; and (5) enhancing students' motivation and academic achievement. It is necessary to look for more definitive evidence for these benefits, however, and to involve academic teachers if WBL is to be successful. If this can be done, WBL can offer a promising approach for preparing students for work and for life. (Contains 41 references) (KC)

ED 413 472 CE 075 076

Bailey, Thomas R.
Integrating Academic and Industry Skill Standards.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Basic Skills; Cooperative Planning; *Coordination; *Educational Cooperation; *Integrated Curriculum; *Job Skills; Partnerships in Education; Performance Factors; Postsecondary Education; School Business Relationship; Secondary Education; *Standards; Vocational Education

Participants in a conference held by the National Center for Research in Vocational Education discussed the relationship between academic and industry skill standards and reached consensus in several central areas. Arguments for better coordination between academic and technical standards were as follows: integrated skills are needed in new, more demanding workplaces; relating learning to work can strengthen academic learning; given workplace demands for better academic skills across all occupations, increasing the rigor of academic preparation for all students is important; and by working together, academic and vocational educators and employers can strengthen both sets of standards. Academic and industry skill standards had been developed largely in isolation from each other. Workplace applications offered by the academic skills were rarely explicit. Industry skill standards included academic standards as abstract lists of skills unconnected to their use in the workplace. Despite consensus that standards should be set at a high level, most academic standards offered no absolute normative benchmarks against which to measure student performance and were set by educators based on their judgment about what students should know. The academic component of the industry skill standards called for skills that could be achieved well short of high school graduation. The most significant area of overlap between the two sets of standards was their use of process-oriented skills. Seven recommendations were made for further development of standards and research. (Contains 32 references) (YLB)

ED 413 473 CE 075 082

Suriyabanadara, Karunasena; Parker, Frances
Building Personal Relationships as a Catalyst for Community Participation: The Case of Ethnic Market Gardeners in Sydney Basin.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Conference of the

Educational Practices; Employment Opportunities; *Equal Education; Foreign Countries; Government School Relationship; International Educational Exchange; *Job Training; Labor Market; Labor Needs; Literature Reviews; Political Influences; Secondary Education; *Sex Differences; Technical Education; *Vocational Education; *Womens Education

IDENTIFIERS- Israel; Nongovernmental Organizations; *Palestine

Gender planning and vocational education and technical training (VETT) in Palestine were examined through the following: review of available literature and policy-oriented reports, discussions with educators in the field, and roundtable discussion in which representatives of the Palestinian Ministry of Education and Ministry of Labor and experts participated. The following issues were considered: development of an analytical approach to gender planning (gender diagnosis, institutionalization of gender, gender integration); historical development of VETT in Palestine (contributions of the United Nations Relief and Works Agency UNRWA and the Jordanian Ministry of Education and effects of Israeli occupation); characteristics of VETT (target group attraction, fragmentation and dispersal). The gender analysis of VETT was organized around the four spheres of VETT as follows: the technical sphere (gender equity or pay disparity); the political sphere; the organizational sphere; and the research sphere. Special attention was paid to the following topics: VETT provisions; postpreparatory and dropout training opportunities; postsecondary training provisions; VETT and employment opportunities; Israeli occupation and demands of the Israeli labor market; UNRWA policy, welfare, and development; nongovernmental organizations, nationalism, and development; and Israeli authorities as decision makers. (Contains 24 references and 11 tables.) (MN)

ED 413 491   CE 075 145

Nahleh, Lamis Abu

Gender Planning, Vocational Education, and Technical Training (VETT) in Palestine.

PUB DATE- 96

NOTE- 172p.; For a related document, see CE 075 144. Prepared by the Women's Studies Department.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Change Strategies; Delivery Systems; Developing Nations; Education Work Relationship; Educational Environment; Educational Planning; Educational Practices; Employment Opportunities; *Equal Education; Foreign Countries; Government School Relationship; Grade 12; High School Seniors; High Schools; International Educational Exchange; *Job Training; Labor Market; Labor Needs; National Surveys; Program Effectiveness; Relevance (Education); *Sex Differences; Sex Discrimination; Sex Fairness; Student Attitudes; Tables (Data); Technical Education; *Vocational Education; *Womens Education

IDENTIFIERS- Israel; Nongovernmental Organizations; *Palestine

Vocational education and technical training (VETT) in Palestine were examined from the perspective of gender planning and gender integration. First, a literature review and semistructured interviews with key VETT personnel were conducted to determine the extent to which gender institutionalization in VETT is implemented in four spheres: political, organizational, technical, and research. Next, questionnaires were distributed to a sample of 854 grade 12 vocational-technical education learning initiatives in high schools and postsecondary institutions that have adopted the National Council of Teachers of Mathematics (NCTM) standards. A national survey of secondary and postsecondary sites engaged in linking mathematics and vocational-technical education was conducted to identify and select four promising programs (three high schools and a community college) for in-depth case studies. Protocols were developed and used for interviews and focus groups with administrators, mathematics/vocational instructors, and students. A protocol for classroom observations was also developed to document instructor and student activities during the 2-day site visits. Case studies were conducted to examine program development and the extent to which the NCTM standards guided local efforts. Findings suggested that linking the NCTM standards to emerging career-oriented curriculum was not a simple process requiring pedagogical changes only. It was a far-reaching enterprise challenging educational leaders to engage in serious comprehensive restructuring involving curriculum, instruction, and assessment systems. Implementing NCTM standards required the following steps: managing change; moving toward integrated, "authentic" instruction; building institutional and community support; and fostering interdisciplinary teacher collaboration. (Appendixes contain 48 references and the 4 case studies.) (YLB)

ED 413 509 CE 075 224

Finch, Curtis R.; Mooney, Marianne
School-to-Work Opportunities in the Middle School: Concepts and Issues.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Awareness; Career Education; *Career Exploration; *Curriculum Development; *Education Work Relationship; *Educational Benefits; Educational Change; Intermediate Grades; Junior High Schools; *Middle Schools; School Community Relationship; School Restructuring; Vocational Education

A study questioned 26 administrators, counselors, and teachers at 6 middle schools regarding School-To-Work (STW) curriculum implementation. It asked about conceptual, organizational, and operational reasons for implementation; curriculum focus; student benefits; and issues and concerns. Five national associations were questioned about their views on including STW curricula at the middle school level. Reasons for implementing STW were as follows: enhance curriculum relevance; improve responsiveness to the needs of at-risk students; enhance student development; develop career awareness and exposure; support systemic change and school reform; build community linkages; and improve transition to high school. Over half of the interviewees had no known conceptual reasons for adopting a middle school STW curriculum; several referred to the middle school philosophy and the Carnegie "Turning Points." Interdisciplinary training was most often cited as the organizational reason for implementation. Curricula focused on career exploration and awareness, self-awareness, contextual learning, service learning, and integrated themes. Students benefited by enhanced personal development. Categories of issues and concerns about implementation were participant "buydirectors in all National Health Service (NHS) trusts plus a sample of non-NHS employers. The number of individuals with second-level registration was discovered to have declined by almost one-fourth between March 1993 and March 1996. That decline was attributed to the following: cessation of training for entry to second-level registration; conversions to first-level registration; and retirement and nonrenewal of registration. It was concluded that a significant and continuing supply of second-level registrants would likely exist for the foreseeable future. Although most employers anticipated continued growth in employment of first-level registered nurses and health care assistants, they foresaw a continuing decline in their employment of enrolled nurses. Many enrolled nurses were pessimistic about their future prospects in nursing. (The report contains 55 references and 73 tables/figures. Appended are the following: list of organizations contacted; information about the registered practitioner and employer surveys; and the registrants' and employers' questionnaires.) (MN)

ED 413 527 CE 075 272

Qualification Challenges in the Partner Countries and Member States. Proceedings of the Workshop on Curriculum Innovation (1st, Turin, Italy, September 26-27, 1996).
PUB DATE- 96
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; *Education Work Relationship; Educational Change; Educational Development; Educational Environment; *Educational Innovation; Educational Research; Foreign Countries; Job Skills; *Job Training; Postsecondary Education; *Problem Solving; Research and Development; Research Utilization; Secondary Education; Teacher Role; Teaching Methods; Theory Practice Relationship; Trainers; *Vocational Education; Work Environment
IDENTIFIERS- European Union; Learning Organizations

These proceedings present 10 presentations and 3 working group reports from a workshop on the challenges of the new learning culture and their consequences for the partner countries of the European Union (EU). "Introduction and Summary of the Workshop" (Bernhard Buck) begins with a brief overview of distinctions between the vocational education and training (VET) system; curriculum development; and standards. The second part contains summaries of the opening remarks, the papers presented, and the discussions held during the workshop as well as outputs from three working groups. Part I has four papers on requirements for curriculum innovation: "The VET System and Qualification Needs of Small and Medium-sized Enterprises" (Edwin G. Nelson); "Against Over-Specialisation and in Favour of Flexibility: The 'Correct' Design of Occupational Profiles" (Marian Piotrowski, Henryk Bednarczyk); "The Role of Social Partners in Curriculum Development" (Haralabos Fragoulis); and "The Integration of Research and Development in Curriculum Innovation" (Pavel Petrovic). Part II on problem solving--the new quality of work and learning consists of six papers: "Problem Solving: How to Manage Uncertainty" (Bernhard Buck); "The Relevance of Key Qualifications in the Transition Process" (Janko Mursak); "Choosing the Internet Approach: 'Learning by Doing'" (Robert Blom); "Problem-Solving Tools in a Learning Organisation" (Paul Oiry); "The Implications of Ecological Awareness for Problem Solving" (Hilde Biehler-Baudisch); and "The (Re)Integration of applications, and written and telephone communications with state officials. The requirements and qualifications needed to obtain state credentialing in each of the 50 states and the District of Columbia were then summarized in a series of charts. The requirements outlined for each state are those necessary to obtain an initial, entry-level credential as a professional school counselor. Some states permit school counselors to obtain provisional or temporary credentials pending their satisfaction of all of these requirements. An increasing number of states are establishing alternative paths for the credentialing of teachers and other school personnel and information on alternative certification programs that affect requirements for professional school counselors is provided. Each state's entry features the address and phone number of the Department of Education and information on educational requirements, experience requirements, requisite examinations, reciprocity, and background checks. (RJM)

ED 413 546 CG 027 781

Tracy, Allison J.; Collins, Linda M.; Graham, John W.
Exposure to Adult Substance Use as a Risk Factor in Adolescent Substance Use Onset: Part 1. Technical Report #97-13.
PUB DATE- 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Drinking; High Risk Students; *Illegal Drug Use; Marijuana; Models; *Parent Influence; Risk; Secondary Education; Student Behavior; *Substance Abuse; Tobacco
IDENTIFIERS- *Adolescent Behavior; *Risk Assessment

The influence of parents and other important adults on adolescent substance use is becoming recognized as a salient topic of research. A study designed to assess the impact of adult substance use on adolescents' progression through increasingly more advanced stages of substance use is reported here. Latent Transition Analysis was used to estimate the probabilities, conditional on exposure to adult substance use, of adolescents' (N=5,242) belonging to one of nine progressively more advanced stages of adolescent substance use. The probabilities of adolescents moving from one stage in the onset process to another, again, conditional on adult substance use, were also estimated. Results suggest that substance use by adults is a potent risk factor for adolescent substance use experimentation. Adolescents who reported exposure to adult use of alcohol, tobacco, or marijuana are more likely to be further advanced in the onset process at each of the junior high school years, grades 7 through 9. Findings regarding exposure to adult use of marijuana were most pronounced. It was not known whether the increased risk was due to modeling of substance use behavior, ineffective parenting due to substance use, the availability of substances, or a genetic predisposition toward substance use. (RJM)

ED 413 547 CG 027 825

Walker, B. M.; Kushner, S.
Boys Growing Up: Understanding Boys' Sexual Health Education and Its Implications for Attitude Change.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

93% of respondents in populous counties reported that the independent school districts (ISDs) and the juvenile board are working together. Responsibility for selecting and hiring teachers varied--the more populous counties assigning these jobs to a private vendor or to one of the ISDs, whereas less populous counties preferred the ISDs and the county working together to select and hire teachers. Training methods also varied across counties. All the counties employed behavior modification programs, with many of them using boot camps. Drug and alcohol counseling is frequently provided. Financial support for all JJAEPs has proven problematic and great variation in arranging financial support was evident. Other details of the programs are reported. (RJM)

ED 413 567 CG 028 178

B., Sally; B., David
Our Children are Alcoholics: Coping with Children Who Have Addictions.
PUB DATE- 97
NOTE- 174p.; "The authors wish to remain anonymous in accordance with the tried and true tradition of Al-Anon."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Alcohol Education; *Alcoholism; Child Behavior; Children; *Coping; *Drug Addiction; *Family Problems; Helping Relationship; Parent Attitudes; *Parent Child Relationship; *Social Support Groups; Stress Management; Well Being
IDENTIFIERS- *Al Anon; Codependency

This book provides numerous stories of parents' encounters with their children's addictions and what the parents did to come to terms with the disease. Part 1 offers four separate accounts describing the authors' experience with addiction in their four adult children, followed by each child's interpretation of events. In part 2, addictive diseases are discussed, along with their known effects on families, friends, and coworkers. Stories by parents and addicted children are featured in part 3, illustrating a variety of family constellations. The parents tell in their own words how they found their way to serenity in the midst of turmoil. Many found help in Al-Anon, in their churches, in therapy groups, or in other support settings. The last part lists resources, including a bibliography, community resources, audiovisuals, catalogs, and a glossary. It is emphasized that the single most common denominator of parental recovery was membership in a group that both understood the parent's experiences and provided the tools to adjust to the situation. (RJM)

ED 413 568 CG 028 179

Phelan, Patricia; Cao, Hanh T.; Davidson, Ann Locke
Navigating the Psycho/Social Pressures of Adolescence: The Voices and Experiences of High School Youth.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1992). Tables contain small type.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Elementary Education; *Phonics; *Reading Instruction; Reading Material Selection; Reading Strategies; *Whole Language Approach
IDENTIFIERS- *Balanced Literacy

Recent research confirms that children learn to read best by using a balanced literacy program incorporating a combination of explicit phonics, whole language, and good literature. Long before children are able to engage in reading themselves, they must feel that reading is something they want to do. Comfortable and early familiarity with letters is critical for learning to read. Essential to children's growing desire to read is the appeal of being able to decode the exact sounds and words of texts even in the midst of a curriculum that stresses approximation and large meanings of narratives. Before children are taught specific skills and strategies for reading, they need to learn the first strategy of all--read to make sense of texts. Self-selection of reading materials can support children's literacy development. Students develop reading strategies and skills in the context of reading and writing text. In this process, they become literate individuals who not only can read, but who want to. (Contains five references.) (RS)

ED 413 589 CS 012 978

McIlvaine, Kelly
How Shared Reading Experiences Help Children Develop Knowledge of Phonics.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; Elementary Education; *Literacy; *Phonics; *Reading Aloud to Others; Reading Attitudes; Reading Improvement; *Reading Strategies
IDENTIFIERS- Shared Book Experience; *Shared Reading

Shared reading involves reading aloud, making a variety of print materials available, and promoting positive attitudes toward literacy. Shared reading experience simulates the bedtime reading experience. It is a happy, secure situation that invites participation by children. Shared reading materials often use enlarged print which allows every child to see the story as it is being read. The highly predictable print and lively language invite the children to read along. Another aspect to shared reading is the shared inquiry method of learning--a distinctive method of learning in which students search for answers to fundamental questions raised by a text. There are many ways that teachers can help children to develop phonics knowledge through shared reading. Another outgrowth of the shared reading experience could involve integrating mathematics into a lesson. Students not only learn to read, they also develop a love for reading and become life-long readers through the process of a shared book experience. (Contains seven references.) (RS)

ED 413 590 CS 012 979

Hitchcock, Wendy Roehricht
The Progression from Emergent to Proficient Literacy: Beginning Readers and Proficient Readers.

Differences; Cultural Pluralism; Diversity (Student); *Ethical Instruction; *Freshman Composition; Higher Education; *Racial Attitudes; Racial Bias; *Student Development
IDENTIFIERS- *Bradley University IL

Exposure to racism, prejudice, and stereotypes is common in a student's first experiences in a university setting. Language can be a tool to dispel this lack of knowledge about differences in cultures. Awareness of the negative effects of certain words in the English language is one of the first steps to breaking down barriers of discrimination. English 101 at Bradley University (Illinois) was designed with an emphasis on cultural awareness. The one-semester course, required of all first-year students, also incorporates a philosophy to meet some of Bradley's core commitments to the values of a liberal arts education: that the pursuit of knowledge will be conducted in a spirit of free and open inquiry "where the individual is respected and responsible, where each person is the object and source of humane and civil behavior." Bradley's composition program teaches the student to (1) write accurately, clearly, and effectively; (2) achieve an acceptable level of competency in grammar, punctuation, and mechanics; (3) complete all the stages of the writing process successfully; (4) execute the major forms of expository writing effectively; and (5) demonstrate an acceptable degree of competency in research techniques and documentation. To these objectives another can be added: to promote tolerance for diversity by accepting arguments which may be different for each individual. Bradley's emphasis on culture is also evident in Speech Communication, which stresses an awareness of cultural concepts. (A syllabus for English 101 is included. Contains 16 references.) (CR)

ED 413 610   CS 216 083

Aravena, Miriam; Farrell, Dena; Messina, Barbara; Neswold, Sharon
Helping Students Become More Effective Communicators through the Proper Use of Spelling and Conventions in Their Writing.
PUB DATE- 97
NOTE- 90p.; M.A. Project, Saint Xavier University & IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingualism; Classroom Techniques; *Communication Skills; *Cooperative Learning; Elementary Education; *Instructional Improvement; Spelling; Student Development; Teacher Surveys; *Whole Language Approach; *Writing Improvement; *Writing Workshops
IDENTIFIERS- *Direct Instruction; Parent Surveys

A study examined a program for promoting standard writing skill development to facilitate effective communication. Targeted were three regular third- and fourth-grade classes and one bilingual fourth-grade class in growing, middle class communities located west of a large metropolitan area. The lack of developmentally appropriate spelling and standard conventions were documented by teacher and parent surveys, student inventories, and assessments of writing performance. Results, through analysis of probable cause data, indicated that student writing contained deficiencies because of misinterpretation of whole language theories, absence of consistent, school-wide writing programs, ineffective spelling programs, and difficulty in acquiring English as a Second Language. Findings, through reviews of curricula content and workplace, using the unexpected patterns that surface as energy for change. The paper discusses issues that school leaders now face in managing change, presents a few of the basic concepts found in the yet scant literature of chaos theory, and reports what teachers and principals in 28 schools had to say about change. The study examined the change process in 28 schools in Florida, Louisiana, Minnesota, and Virginia. Data were gathered through interviews with the 28 principals and through questionnaires administered to 1,235 teachers. Findings indicate that change is more likely to be successful if an array of collaborative structures and systems are created to foster continuous dialogue, exchange, and problem solving among work groups. The principals reported that it is possible to engineer the end of unresponsive structures, systems, and programs. The patterns that emerged from the interviews reinforce the utility of Quality as a mental model for guiding change, and chaos theory as a way to ground educators' efforts. (Contains 33 references.) (LMI)

ED 413 631 EA 028 285

Sharing the United Kingdom's Education Reform Experience.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Elementary Secondary Education; Foreign Countries; Higher Education; *Institutional Autonomy; *Public Education; *School Choice; *School Restructuring; Student Certification; Student Evaluation; Vocational Education
IDENTIFIERS- *United Kingdom

The United Kingdom (UK) system of public education and training has been fundamentally reformed over the last 15 years. The improvements were designed to raise the quality of the system through increased autonomy for schools, colleges, and universities; a strengthened framework of accountability; enhanced parental and student choice; a more coherent qualifications system; and a greater diversity of institutions. The reform process has had to overcome various practical difficulties. Each of the four countries comprising the UK--England, Scotland, Wales, and Northern Ireland--has its own education system. This summary describes two specific reforms: reform of publicly-funded schools in England, and the vocational education system in England and Scotland. One table is included. Appendices contain an annotated bibliography, a list of educational organizations and bodies, information on study-tour opportunities in the UK, and information on the British Council's World Wide Web site. (LMI)

ED 413 632 EA 028 553

Carter, D. S. G.; Kelly, P.; Connors, M.
Implementing an Instructional Information Management System (IIMS) in a Catholic Secondary School.
PUB DATE- 96
NOTE- 23p.; Paper presented at the National Conference of the Australian College of Education and the Australian Council for Educational Administration (Perth, Western Australia, September 29-October 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

citizens. This document outlines the state's vision and expectations for a quality school. The standards are organized in three sections: resource standards, process standards, and performance standards. Resource standards are generally quantitative and are concerned with the basic requirements that all districts must meet. The areas covered are: program of studies, class size, professional support staff, administration staff, and certification and planning time. The process standards include objectives for curriculum, instruction, differentiated instruction and supplemental programs, instructional climate, library media centers, guidance and counseling, professional development, governance and administration, facilities and safety, and support services. Performance standards measure academic and reading achievement, career preparation, and educational persistence. An important component of the Missouri School Improvement Program is the district's Comprehensive School Improvement Plan, which will guide the district in decision making about the resource and process standards that should lead to higher student performance. (LMI)

ED 413 650 EA 028 742

Missouri School Improvement Program: Procedures Handbook.
PUB DATE- 97
NOTE- 78p.; For the procedures handbook, see EA 028 741.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Educational Improvement; Elementary Secondary Education; Evaluation; *Evaluation Methods; *Institutional Evaluation; Observation; State Programs; *State Standards
IDENTIFIERS- *Missouri School Improvement Program

School improvement is a continuous, systematic process to enhance student learning, improve educational opportunities, and increase the effectiveness of the educational programs and services provided to students. The Missouri School Improvement Program (MSIP) is an ongoing process that includes assessing the strengths and needed improvements in district educational programs and services; organizing staff and other resources to support school-improvement efforts; and developing and implementing a formal plan to improve educational programs. This handbook was developed to help districts prepare for the MSIP's onsite review and explains how the review procedures fit into the overall School Improvement Process. Appendices contain interview schedules, a self-study example, required documentation, documentation forms, performance worksheets, and evaluation guidelines for resource and process standards. (LMI)

ED 413 651 EA 028 744

Goodman, Richard H.; Fulbright, Luann; Zimmerman, William G., Jr.
Getting There from Here. School Board-Superintendent Collaboration: Creating a School Governance Team Capable of Raising Student Achievement.
PUB DATE- 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

lifelong learning as adults; have a talented, dedicated, and well-prepared teacher in the classroom; have their classroom connected to the Internet by the year 2000 and be technologically literate; learn in strong, safe, and drug-free schools; and learn according to challenging and clear standards of achievement and accountability. This report presents the Department of Education's 5-year strategic plan, which describes how the Department of Education will work to improve education for all children and adults in the United States. The department established the following four goals: (1) Help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment; (2) build a solid foundation for learning for all children; (3) ensure access to postsecondary education and lifelong learning; and (4) make ED a high-performance organization by focusing on results, service quality, and customer satisfaction. The President's Call to Action priorities are included in the plan as objectives. Under each goal, the plan identifies several objectives supported by core strategies and performance indicators. The introduction describes the department's mission, accomplishments, and plans. Other sections describe the resources needed, the relationship of strategic-plan goals and objectives to program goals, key external factors that could affect achievement of ED's goals and objectives, findings of program evaluations and other studies, and the development of the plan. Three tables are included. Appendices contain supplemental information on performance indicators and descriptions of program evaluations and other studies. (LMI)

ED 413 670   EA 028 777

Spring, Joel
Conflict of Interests: The Politics of American Education. Third Edition.
PUB DATE- 98
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Conflict; Court Litigation; Educational Economics; Educational Policy; Educational Testing; Elementary Secondary Education; Federal Government; *Policy Formation; *Political Influences; *Politics of Education; *Power Structure; State Action; Textbook Publication
IDENTIFIERS- *Special Interest Groups

The politics of education is driven by a complex interrelationship among politicians, private foundations, teachers' unions, special-interest groups, school administrators, boards of education, courts, and the "knowledge industry." Chapter 1 focuses on the major actors in the politics of education, and chapter 2 analyzes the relationships among power, knowledge, and the sources of conflict in education. Chapter 3 examines economic theories of education and the effects of the internalization of capital and labor. Chapter 4 explores some major criticisms of educational bureaucracies. Chapter 5 reviews research projects that argue there is a direct relationship among the political organization of schools, student achievement, and equality of educational opportunity. The chapter shows how the political organization of schools determines the political content of instruction. Federal involvement in education and political strategies to reform the public schools are discussed in chapter 6. Chapters 7 and 8 examine patterns in state and local politics of children attended a state-sponsored residential school and 52 attended a local school district program where students with deafness or who are hard of hearing are educated in special self-contained classrooms. Studies 1 and 2 examined reading achievement in two age-matched groups of these students in two school settings. These studies included a review of institutional variables of the settings where the students received their schooling and analyses of associations between the students' performance and these institutional variables. Studies 3 through 6 examined instructional strategies employed by teachers who use different modes of communication during reading and writing instruction in two distinct settings. Results found: (1) the proportion of students with deaf parents in the residential setting was nearly five times higher than that in the public setting; (2) ages of detection and of first educational contact were higher for students attending public school; and (3) three variables that correlated with reading achievement were parents with deafness, age of detection, and length of time in school. Other findings are also discussed. (CR)

ED 413 689   EC 305 958

Pontino, Jamie Lyn; Schaal, Kelly; Chambliss, Catherine
Effects of a Gluten-Free Diet on Rate of Learning in Autistic Children in an Applied Behavioral Analysis Program: Summary Analysis.
PUB DATE- 98
NOTE- 35p.; For the first study, see ED 406 761.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Autism; Behavior Change; Dietetics; Early Childhood Education; *Nutrition; *Outcomes of Treatment; *Performance Factors; Program Effectiveness
IDENTIFIERS- *Gluten; *Nutritional Therapy

This summary analysis discusses a series of studies that used both between-subjects and within-subjects analyses to examine the effects of a gluten-free diet on the academic achievement of children with autism. In the first study, the between-subjects analysis included data from eight children with autism (ages 5-7), with four on a gluten-free diet and four controls. No significant achievement differences were found. The within-subjects analysis compared rates of achievement from 10 trials of three male participants before and 1 month after placement on a gluten-free diet. Analysis revealed a significant improvement in the rate of achievement following diet initiation. In the second study, six children (ages 4-7) with autism in an applied behavioral analysis program were divided into a gluten-free diet group and a control group. Those with a gluten-free diet showed significant improvement in the rate of learning. The third and fourth studies compared the performance of three of these children 6 months and 9 months after placement on a gluten-free diet. Results showed continuous improvement. However, the failure in study five to observe a significant performance change between the base line and the 9-month diet period, using either the between or within-subjects analyses, raises questions about the effectiveness of this treatment. (Contains 23 references.) (CR)

ED 413 690   EC 305 959

Ramirez-Smith, Christina
Mistaken Identity: Gifted and ADHD.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Check Lists; *College Bound Students; *College Choice; College Preparation; *Decision Making; *Disabilities; Evaluation Methods; High School Students; High Schools; Higher Education

Designed for high school students with disabilities, this booklet provides information on how to choose an appropriate college. Students are urged to take an organized approach for making one of the major decisions in their lives and to consider their abilities rather than their disability in making their choice. The booklet is divided into six sections that outline an evaluation process for students. The sections focus on: (1) present level of performance, including academic performance; (2) personal and professional short-term and long-term goals; (3) specific support services needed for the students to be successful in a postsecondary setting; (4) the accessibility of extracurricular experiences; (5) timelines for special housing, financial assistance, and specialized equipment/services; and (6) organizing and using the evaluation process to making the final decision. Each section includes questions the student should investigate in evaluating different schools. A list of selected resources for students is also included. (CR)

ED 413 709 EC 305 983

Publications of the School-Linked Services Integration Research Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 292p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Behavior Modification; Change Strategies; Cooperative Programs; Demonstration Programs; *Disabilities; Educational Change; Educational Innovation; Elementary Secondary Education; *Family Involvement; Family Needs; Family School Relationship; *Inclusive Schools; *Integrated Services; Lawyers; Mainstreaming; Parent Empowerment; *School Community Programs

This compilation of publications from the School-Linked Service Integration Research Project focuses on integrated services and includes the following papers: (1) "New Community Schools: Issues for Families in Three Streams of Reform" (Wayne Sailor), describes issues in special education reform, general education reform, and school/health services reform; (2) "Services Integration: Parent Empowerment through School/Community Partnerships (Wayne Sailor), reviews barriers to services integration and solutions; (3) "American Education in the Postmodern Era" (Wayne Sailor), discusses the transformation from modern to postmodern rationality in our schools; (4) "Family Participation in New Community Schools" (Wayne Sailor and others), addresses the importance of family support within educational policy developments; (5) "New Structures and Systems Change for Comprehensive Positive Behavioral Support" (Wayne Sailor), describes positive behavioral support for students with severe behavior disorders in inclusive settings;

was based on two clusters--the key players (the individual teacher, the school team, and the principal) and the dimensions present for key players (organizational characteristics, opinions and beliefs, and activities). The developed questionnaire is intended to evaluate services at both the class and school levels and contains variables in the nine cells resulting from the combination of the two cluster groups. A stratified sample of 104 schools participated with questionnaires returned from 844 teachers, principals, and remedial teachers. Analysis of the questionnaire's validity and reliability was conducted and the individual scales were judged to be both reliable and valid. Additionally, the questionnaire was standardized both relative to the reference group of schools and to absolute standards determined by educational inspectors. The questionnaire is recommended as part of a full, school-based review of educational practice and policy concerning provision of diagnostic and remedial services for special needs students. (Contains 51 references.) (DB)

ED 413 728   EC 306 002

Preparing Special Educators To Serve Students with Serious Emotional Disturbance and Provide Support for Their Families within Rural Vermont.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Teacher Education; Curriculum Development; Elementary Secondary Education; *Emotional Disturbances; Graduate Study; Higher Education; Inclusive Schools; Intervention; *Rural Education; Severe Disabilities; Special Education; *Special Education Teachers; *Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *University of Vermont

This final report describes activities and achievements of a 4-year federally funded project to support a graduate level program at the University of Vermont to prepare educational specialists to serve students with Serious Emotional Disturbances (SED) and their families within their local public schools, homes and other community settings. The program is competency based and designed to accommodate part-time graduate students working in rural areas. Each student completes a total of 21 credits and participates in an intensive practicum focusing upon school-based and family-based intervention services. The project involved four components: (1) a project advisory council, (2) completed training of 28 students with seven still in the program, (3) provision of on-site support and technical assistance, and (4) evaluation. Program evaluation by students was overwhelmingly positive. Contains the following appendices: a list of Advisory Council members, course syllabi, course evaluation forms, and a listing of the project's activities and timelines. (DB)

ED 413 729   EC 306 004

Post-Compulsory Education for Disabled People.
PUB DATE- 97
NOTE- 91p.
LANGUAGE- English

Structural Analysis (Linguistics); *Uncommonly Taught Languages
IDENTIFIERS- Europe (Central); Europe (East); European Union; *Language Corpora; *MULTEXT; MULTEXT EAST

MULTEXT is a European Union project to identify and develop language resources, language-related software, and standards to make the resources maximally usable. MULTEXT-EAST is a spinoff project to develop significant resources for six Central and Eastern European (CEE) languages (Bulgarian, Czech, Estonian, Hungarian, Romanian, Slovenian) and adapt existing tools and standards to them. MULTEXT has developed a corpus encoding standard (CES), and MULTEXT-EAST is applying it to texts in the six languages. This has led to major revision of the CES, particularly to accommodate additional character sets. MULTEXT-EAST is building an annotated multilingual corpus composed of materials comparable to MULTEXT's, including: (1) at least 100,000 words of fiction and newspaper text in each of the CEE languages; (2) parallel translations of the same fictional text; and (3) a small corpus of spoken texts in each language. MULTEXT-EAST has adapted and extended MULTEXT language-dependent materials (lexicons, morphological rules, etc.) for its six languages. Guidelines for linguistic software development are also in progress. A list of participating organizations is appended. (MSE)

ED 413 747 FL 024 768

de Sopena, Luis
Speech Recognition: A General Overview.
PUB DATE- 95
NOTE- 6p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computational Linguistics; *Computer Software; *Discourse Analysis; Foreign Countries; Information Technology; *Language Processing; *Language Research; Linguistic Theory; *Oral Language; Trend Analysis
IDENTIFIERS- *Speech Recognition

Speech recognition is one of five main areas in the field of speech processing. Difficulties in speech recognition include variability in sound within and across speakers, in channel, in background noise, and of speech production. Speech recognition can be used in a variety of situations: to perform query operations and phone call transfers; for data entry; for command and control operations; and in dictation. Technical characteristics of speech recognition systems depend on several variables, the most important of which are vocabulary size, speaker dependence, speaker mode, domain dependence, and multiple language support. Knowledge sources are based on three models: set of phonemes (acoustic); word lexicon; and language. The objective of the speech recognition process is to determine the sequence of words that most probably caused the observed sequence of acoustic vectors. Currently, speech recognition systems can recognize a large number of words, recognize discrete speech, handle 70-100 words per minute, and handle several languages with a high recognition rate. In the future, speech recognition systems will be able to handle any speaker without need for training, continuous speech, very large vocabularies, telephone communication, and natural language teaching: basic principles of language teaching and learning; ways for gathering information for course planning; basic elements of the language course; practical issues in planning a successful lesson; and examples of typical language course designs and lessons. Chapters 7-14 are devoted to the basic building blocks for constructing a language course: the four basic language skills (listening, speaking, reading, writing); vocabulary and grammar; the role of culture in language teaching; and some common problems in the ESL classroom. Chapter 15 addresses adaptation to life in the host country and chapter 16 suggests paths for volunteers who decide to become professional language teachers. Appended materials include a list of goals for course planning, a list of culture topics, books to consider taking along, and 36 references. (MSE)

ED 413 768 FL 024 878

Thompson, Lynn, Comp.
Foreign Language Assessment in Grades K-8: An Annotated Bibliography of Assessment Instruments. Language in Education: Theory and Practice 90.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; Language Skills; *Language Tests; Middle Schools; Program Design; *Program Evaluation; Second Language Instruction; *Second Language Learning; *Student Evaluation; Test Construction; Testing; Uncommonly Taught Languages; Ve~bal Tests

The annotated bibliography describes foreign language assessment instruments currently used in elementary and middle schools. The instruments are drawn from a wide variety of program models: Foreign Language in the Elementary School (FLES), middle school sequential instruction, and immersion (total, two-way, partial). The bibliography has six sections: assessment instruments; program evaluation instruments; classroom assessment activities; sample assessment instruments; selected related resources; and selected commercially available language tests. An index of instruments according to purpose, language, and grade level is included. Descriptions of assessment instruments and activities and sample assessments were collected from teachers, schools, school districts, state education offices, and educational research organizations. In each section, materials are listed in alphabetical order according to language. The major emphasis is on French, German, Italian, Japanese, and Spanish. Also included are Arabic, Catalan, Chinese, Chuukese (Lagoon), Gallego, Haitian-Creole, Indonesian, Korean, Latin, Modern Greek, Navajo, Palauan, Pohnpeian, Portuguese, Russian, Tagalog, and Welsh. Each entry includes information on availability, current users, language program type, intended grade level, intended test use, skills tested, test author, publications date, test cost, length, test materials, format, scoring method, a description, test development and technical information, parallel versions in other languages, and a contact person. An introductory section gives an overview of the bibliography's contents and notes on selecting an assessment instrument. (MSE) fourth describes development of associated data collection instruments, including the examinee background questionnaire and self-assessment instruments. The fifth section is a description of the field test sample, based on data gathered on the background questionnaire and self-assessments. Section six includes a description of the field test administration, a psychometric analysis of the field test version of the instrument, and a description of revisions made in the final version following field testing. Reliability and validity are addressed in the subsequent two sections, and the ninth section discusses the equating of the two test forms. Contains 11 references. (MSE)

ED 413 789 FL 024 923

Chung, Young-Iob
Establishment of an Export Academy for Careers in the American Export Industry.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Second Language Programs; Cultural Awareness; Foreign Countries; French; German; Graduate Study; Higher Education; Intercultural Communication; Interdisciplinary Approach; *International Relations; *International Trade; *Masters Programs; Money Management; Political Influences; Program Descriptions; Second Languages; Sociocultural Patterns; Spanish
IDENTIFIERS- Eastern Michigan University; Europe; Japan

This report describes the planning process for the Export Academy at Eastern Michigan University, designed to prepare students for a Master of Arts degree combining export and trade studies with second language (French, German, Spanish). In 1989-91, the Academy prepared the proposal for the new Master's degree program and sponsored a series of export-related seminars on cross-cultural negotiation, cultural sensitivity toward the Japanese, potential export markets in Eastern Europe, export financing, German unification, changes in Europe in 1992, the United States-Canada free trade agreement, and government services available to export firms. The Academy also sponsored international outreach to Europe and Asia to permit project participants to contact university and government agencies abroad interested in contributing to further seminars. In 1991, the Master's program proposal was awaiting approval by the university. Appended materials include three reports evaluating the Master's program proposal and the program proposal. (MSE)

ED 413 790 FL 024 926

Zhang, May Xiu-qin
The Difficulties and Challenges of Adopting the Communicative Approach in TEFL at Secondary Schools in Qinghai Province, China.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Curriculum Design; Developing Nations; Educational

This report is part of South Carolina's effort to move toward "100 percent performance funding" for the state's public colleges and universities and results from a task force's investigation of ways to assess critical thinking. The following eight major findings are reported: (1) policy makers must determine priorities; (2) critical thinking lacks a common definition; (3) faculty involvement positively impacts change; (4) high test validity correlates with low test feasibility; (5) performance tests are favored over objective, multiple-choice tests; (6) performance tests, however, have significant feasibility limitations; (7) external factors affect test scores; and (8) collaboration, not competition, is essential. The task force was unable to recommend a single test as ranking high on both validity and feasibility, but did recommend the development of a test or series of tests to better measure critical thinking. Specific recommendations are offered to the Educational Board. The bulk of the report consists of seven appendixes which include a literature review, a copy of the survey used and survey results, the criteria used for evaluating measures, reviews of nine specific tests, guidelines for choosing commercial tests, suggestions for future test development, and charts of data on commercial tests. (Contains 65 references.) (DB)

ED 413 809 HE 030 712

Krop, Cathy; Carroll, Stephen J.; Rivera, Carlos
Trends in California Higher Education.
SPONS. AGENCY- California Education Roundtable.; Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; *Community Colleges; Educational Finance; *Educational Trends; Enrollment Trends; Government School Relationship; Graduate Study; *Higher Education; In State Students; Out of State Students; *Private Colleges; Research and Development; State Aid; State Colleges; *State Universities; Statistical Data; Trend Analysis; Undergraduate Study
IDENTIFIERS- *California; California Community Colleges; California State University; University of California

This document presents 46 graphs with brief explanatory narratives that analyze trends in the California higher education sector and its environment. The trends examined include: undergraduate and graduate enrollment, student migration in and out of California's higher education sector, college-going rates of California's high school graduates, tuition and fees in California and neighboring states, state and institutional student aid, revenues available to higher education institutions, research and development expenditures, and faculty trends. These trends are examined separately for the University of California, California State University, California Community Colleges, and California's Independent Colleges and Universities. (DB)

ED 413 810 HE 030 713

Brewer, Dominic; Kaganoff, Tessa
Issue Brief on Financial Aid and Tuition Policy in California.

narrative provide information on state general fund appropriations; total state spending plan; funding per unit of full-time-equivalent student enrollment; appropriation of funds for California higher education; expenditure categories; student tuition and fees and revenues; state student financial aid; capital outlay funds; comparative fiscal data for independent institutions in California and the nation; enrollments in California public postsecondary education; price (inflation) indices, income growth and system financial support; actual and constant-dollar state-determined funds; Hastings College of the Law and public school support; per-capita spending in California public education; education funding and enrollments in comparison to state funding and population growth; national comparative higher education appropriations and expenditures. Appendices include cumulative percent changes over time, definitions, and notes and sources. (Contains 24 references). (JLS)

ED 413 828 HE 030 731

Sottile, James M., Jr.; Iddings, William J.; McDonough, Mary G.
The Role of Human Development and Student Growth among First and Second Year College Students.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Hilton Head, SC, February 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Drinking; Educational Development; Friendship; Higher Education; Recreational Activities; *Social Development; Social Environment; Social Influences; Student Attitudes; Student Behavior; Student Characteristics; *Student Development; Student Subcultures

The purpose of this research was to describe and better understand the experiences of first- and second-year college students (18-21 years old) attending a university catering to a rural population in a mid-Eastern state. A 31-question survey addressed 6 areas of development: building friendships, community, exclusive relationships, self management, support, and academic behavior, and was administered during the first week of classes in the first semester and during the last week of classes before final exams to 101 first- and second-year education majors to track changes in development. Respondents lived within a 60-mile radius of the university or in residence halls. Analysis found a significant correlation between friends and classmates for second-year students, but not for first-year students, a finding which suggested that first-year students did not consider academic classmates as "friends." Alcohol consumption was reported for every age group, indicating significant alcohol use during the first week of college and continuing throughout college. There was a high correlation between close friends and residence hall friends for both first- and second-year students, although this was not the case when analyzing friendships formed with academic classmates. (Contains 30 references.)(JLS)

ED 413 829 HE 030 732

Lewis, Laurie; Farris, Elizabeth; Alexander, Debbie
Distance Education in Higher Education. Statistical Analysis Report. Postsecondary Education Quick Information System.

New York (SUNY) at Plattsburgh to create models for increasing the persistence rate to the baccalaureate of students who transfer from two-year colleges to four-year schools. These models were created by a transfer network of student, staff, and faculty representatives from four- and two-year SUNY and City University of New York (CUNY) colleges and from SUNY Central administration. The models include joint projects between two- and four-year institutions and individual projects by institutions. Three annual Transfer Summer Institutes were held at SUNY/Plattsburgh. Chief participants included the four-year SUNY/Plattsburgh and 10 two-year public colleges in New York. The rate of retention of transfer students improved from 81.1 percent to 86.4 percent during the years of the project. The project also produced a number of products, including: a video and transfer guides for students, questionnaires, syllabi, mentoring guides, and seminar guides. Plans for continuing a variation of the project are underway. Individual sections of the report present an overview of the project and describe the project's purpose, background and origins; overall organization and activities; and results. (DB)

ED 413 847 HE 030 759

Welu, Judith
Toward an Ecology of Knowledge: A Proposal To Develop Faculty for General Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Faculty Development; *General Education; Higher Education; *Interdisciplinary Approach; Meetings; Seminars; Summer Programs; Undergraduate Study
IDENTIFIERS- *Briar Cliff College IA

This final report describes the activities and accomplishments of a three-year faculty development project at Briar Cliff College (Iowa). During the project, a series of three one-month interdisciplinary colloquia were offered to foster scholarly dialogue across discipline lines in support of the college's new general education program. Each colloquium involved approximately 20 faculty members, resulting in the participation of almost two-thirds of the college's faculty by the end of the project. The colloquia addressed the following themes: "The Good Life: Material, Spiritual, Aesthetic, Psychological and Intellectual Dimensions"; "Wisdom, Knowledge, and Information"; and "Unity and Pluralism in the Global Village." Briar Cliff faculty were used as presenters, and they approached the various themes from the viewpoints of their own disciplines. Both internal and external evaluation indicated greater integration of faculty's disciplinary and institutional roles and improved interdisciplinary dialogue. Individual sections of the report provide an overview of the project and describe the project's purpose, background and origins; overall organization and activities; results; and third-year budget. Among the 11 major appendices are colloquia materials, resource lists, communications with the grant agency, syllabi, relevance papers (by faculty of various disciplines), and evaluation materials. (DB)

ED 413 848 HE 030 760

learning in school to their needs later in life. The book uses a problem-solving approach that is "technological" in nature: the book provides activities in which students are challenged to design, construct, and evaluate their solutions to problems. The book presents 24 Challenges in four core areas: Structures and Mechanisms; Movement; Forces; and Environment. The book also provides sections covering: How To Use Each Challenge; Blank Working Pages--for teachers and students to produce their own Challenges; Learning Outcomes; Assessment and Evaluation Strategies; Levels of Achievement, with a sample Student Performance Profile; and Questions To Ask at the Planning Stage. Each Challenge includes: theme; title; integration connections--desired learning outcomes; context for the situation; statement of the Challenge; possible materials and equipment; parameters--constraints for solving the Challenge; exploring ideas; choosing and building the solution; reflections; extensions; useful resources; integration connections--prerequisite knowledge in math, science, and technology; and Teacher Talk--for possible solutions, how science and mathematical concepts relate, or for teaching strategies. Lists of useful resources and Internet addresses, and sample suppliers are provided. (SWC)

ED 413 866   IR 018 615

Czerneda, Julie E., Ed.
All Aboard! Cross-Curricular Design and Technology Strategies & Activities. Springboards for Teaching Series.
PUB DATE- 96
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Development; Curriculum Enrichment; Design; Elementary Education; Foreign Countries; Instructional Materials; Integrated Curriculum; Lesson Plans; *Problem Solving; Student Evaluation; Teaching Guides; *Technology Education
IDENTIFIERS- Canada; *Technology Integration

This book is an updated and enhanced version of a breakthrough resource originally entitled "Springboards to Technology." It shows how technology can be presented in every elementary school classroom, with the aim of linking all curriculum areas in a natural and cohesive manner. The design and technology activities in this book serve as an excellent way to link different curriculum areas, while at the same time making K-6 students more familiar with the technology around them and with the problem-solving design process. The book is divided into two sections: teacher support and activities. The teacher support section provides information on teaching design and technology, getting started, content and curriculum, designing your own activities, and evaluation and assessment. The activities section includes activities based on: animal shelters, weather, human achievement, and the built environment. Each activity section includes five activities, with a synopsis of each activity, teacher planning page, student page, and more activity ideas. An appendix includes planning sheets; student safety quiz, evaluation, and individual and group assessment forms; glossary; and useful resources. (SWC)

ED 413 867   IR 018 616

Literacy; Agricultural Education; Classroom Techniques; Competence; *Competency Based Education; Computer Literacy; Conventional Instruction; Delivery Systems; Educational History; Educational Planning; Educational Policy; Educational Practices; Educational Quality; Foreign Countries; Global Education; Indigenous Populations; Information Technology; *Literacy Education; Nonformal Education; Numeracy; Parent Participation; Student Centered Curriculum; Tutors; Volunteers; Workplace Literacy; Writing (Composition)
IDENTIFIERS- *Australia; Global Economy

Papers from the 19th Adult Literacy Conference convened by the Australian Council for Adult Literacy include: "A Little to the Right on Writing" (Brendan Bartlett, Margaret Fletcher); "Deconstructing the 'Australian Language and Literacy Policy'" (Helen Beazley); "Comparing Content-Centered and Learner-Centered Approaches in School Mathematics: Picking Up the Pieces in Numeracy with Adults" (Jennie Bickmore-Brand); "Developing Workplaces as Learning Environments: Towards a Learning Curriculum" (Stephen Billett); "Last CALL for All: Before IT (Information Technology) Races down the Superhighway" (Paula Burns); "Using Key Competencies to Solve the Equation" (Ralph Catts); "Quality and Competency Based Education and Training" (Clive Chappell); "Managing the Competency Based, Multi-level, Literacy Classroom: What Works" (Jean Clarke); "Fractions, Decimals and Adult Learners" (Tom J. Cooper, Shelley Dole); "Computing as Literacy--The Computing Practices of Language and Literacy Teachers" (Chris Corbell); "Chickens, Eggs and 'Access': Untangling Competence and Capability through a Re-examination of Skills, Knowledge, Values, Non-formal and Formal Learning in Agriculture" (Ian Falk, Sue Kilpatrick); "Challenges Facing Training" (William Hall); "Office Discourses: Which Attributes Are Given Authority in Institutional Classrooms?" (Ann Kelly); "Flexible Delivery: One Practitioner's Point of View--What Has to Change When You Go Flexible?" (Anne Kiley); "Aboriginal and Torres Strait Islander Adult Education Histories and Their Relationship to the Development of Academic Writing Skills" (Bill Langlands); "A New Work Order: Some Implications for Being Literate in a Global Economy" (Colin Lankshear); "Assessing Front-line Management the Identification of Personal Constructs in the Workplace" (Irena Morgan-Williams); "The Role of Volunteer Tutors in the History of Adult Literacy in Queensland" (Jean Searle); "Parents and Literacy (PAL)" (Julie Spreadbury); and "Choosing Change through Literacy" (Kath White). (MN)

ED 413 416   CE 074 405

Figart, Deborah M.; Lapidus, June
How Women Can Earn a Living Wage: The Effects of Pay Equity Remedies and a Higher Minimum Wage. Research-in-Brief.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *Employed Women; Employment Opportunities; Federal Legislation; Labor Legislation; Labor Market; *Minimum Wage; Minimum Wage Legislation; Poverty; *Public Policy; *Salary Wage Differentials; Sex Differences; *Sex Fairness; Welfare Recipients
IDENTIFIERS- Welfare to Work Programs

Efforts to shift women from welfare into the labor market will not necessarily move women out of poverty because the wages they are likely to earn are so low. According to research

*Education Work Relationship; *Educational Attitudes; Educational Environment; Employee Attitudes; *Food Processing Occupations; Foreign Countries; *Independent Study; *Insurance Companies; Learning Strategies; *Occupational Surveys; Organizational Development; Personal Autonomy; Work Environment
IDENTIFIERS- *Germany

With reference to the literature on adult self-directed learning, a model termed the "Two-Shell Model of Motivated Self-Directed Learning" was formulated that differentiates sociohistorical environmental conditions, internal conditions, and activities related to four concepts (interest, learning strategies, control, and evaluation). The following hypothesis guided the study: interest in self-directed learning, selection of learning strategies, control of the application of those strategies, and evaluation of the results of self-directed learning are related to individual experience of autonomy, competence, and social integration. The hypothesis was tested through a survey of 194 employees of a German medical insurance company and 67 employees in the fish processing industry. It was concluded after an analysis of the responses that self-directed learning may be viewed as a dynamic interplay between interests, motivations, strategies, control, and evaluation and that self-directed learning is related to environmental conditions experienced. It was stated that self-directed learning must be differentiated and that self-directed learning is heavily influenced by perceived environmental conditions. It was recommended that companies adopt made-to-measure personnel and organizational development policies and practices in the 21st century. (Contains 28 references) (MN)

ED 413 435 CE 075 025

Henshaw, Jon
The Internet: A Necessary Resource for Career Development. AACE Bonus Brief.
PUB DATE- 97
NOTE- 6p.; Reprinted from the NECA Newsletter, Summer 1997, pp. 7-9.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Career Development; *Employment Opportunities; Employment Services; Information Sources; Job Applicants; Job Application; *Job Placement; *Job Search Methods; Labor Market; *Resumes (Personal); *World Wide Web

This paper describes some of the hundreds of career development resources that have become available within the last 2 years on the Internet. It is based on a search of the Internet using Alta Vista, Excite, Infoseek, Lycos, Yahoo!, and Webcrawler search engines, as well as through connecting hypertext links that found many other websites and career resources. Websites, reviews, and commentary for each of the following categories are provided: books, employment agencies, job fairs, job matching services, magazines, newsletters, newspapers, regional resources, resume and job banks, and resume services. The paper contains 25 references along with their Internet addresses. An appendix lists 20 additional websites. (KC)

ED 413 436 CE 075 028

Educating for the Workplace through the Arts.
PUB DATE- 96
NOTE- 37p.; Reprinted from Business Week, October 28, 1996.

PUB DATE- 96
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrators; Adults; American Indians; Asian Americans; Blacks; College Faculty; Dentists; *Employed Women; *Employment Level; Employment Patterns; Employment Practices; Females; Higher Education; *Hispanic Americans; Lawyers; Military Service; *Minority Groups; Officer Personnel; Professional Occupations; *Professional Personnel; Social Workers
IDENTIFIERS- African Americans; Native Americans

This book contains a collection of essays that analyze how and with what measure of success women and minorities fare in comparison to whites, especially white males, in professions in the United States. Each of the eight chapters examines gender and/or racial differences in patterns of segregation and discrimination, career paths, and labor market outcomes in particular professions from a comparative, historical perspective. The following essays are included; "Watching the Changes: Women in Law" (Joan Norman Scott); "Women in Computer Work: Controlled Progress in a Technical Occupation" (Rosemary Wright); "Women Dentists: The Social Construction of a Profession" (Dennis O. Kaldenberg, Anisa M. Zvonkovic, Boris W. Becker); "Race and Ethnic Minorities and White Women in Management: Changes and Challenges" (Nancy DiTomaso, Steven A. Smith); "Social Work: The Status of Women in a 'Female Profession'" (Leslie Leighninger); "Serving Our Country: African American Women and Men in the U.S. Military" (Earl Smith); "Native Americans in Higher Education" (Allan Liska); and "Medical School Faculty Then and Now" (Joyce Tang). An introduction and conclusion are provided by the editors, Earl Smith and Joyce Tang. (KC)

ED 413 455 CE 075 056

Flavin, Catherine
State of the Union. Working in the USA: Making a Living, Making a Difference.
PUB DATE- 97
NOTE- 49p.; Prepared for the Public Broadcasting Service's State of the Union Labor Day special, "That's Why They Call It Work."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Citizen Participation; Citizen Role; *Community Benefits; Community Cooperation; *Community Development; Community Involvement; Community Planning; Economic Change; *Economic Climate; *Economic Development; Employment Patterns; *Work Attitudes

This discussion guide is designed to help people examine the state of work in their community, explore changes, and strategize about what they can do to forge creative solutions and improve the community's worklife. It is especially appropriate for use in a study circle setting. The discussion materials are arranged into four sessions: (1) the place of work in one's life; (2) global and national trends--how they are shaping the community's worklife; (3) strengthening the worklife of one's community--discussing alternative approaches; and (4) making a difference--what people can do to improve

Community Development Society (29th, Athens, GA, July 27-30, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Adult Farmer Education; *Community Development; *Community Involvement; Cultural Differences; Ethnic Relations; *Farmers; Foreign Countries; *Migrant Adult Education; *Participatory Research; Research Problems
IDENTIFIERS- Asians; Australia (Sydney)

An Australian study was conducted to develop a strategy for safe use of farm chemicals by Asian migrant market gardeners in Western Sydney. The researchers chose to use participatory approaches for which policy makers and development practitioners had in other studies shown enthusiasm, although this enthusiasm could not at times be sustained beyond the early stages of project planning due to nonparticipation of clients. Study results suggested that this nonparticipatory behavior had several causes: a cultural practice of avoiding outsiders, the different processes of sense making used by the gardeners and the researchers, and the researchers' professional illusions inherited from the intellectual bias of the practitioners, which inhibits their capacities to stimulate community participation. Inconsistencies between the social systems of the target community and of the practitioners were the foundations of a diversity that needed to be acknowledged. Conflicts in the research dealt with initial resistance displayed by growers against the researcher, putting off of the chemical usage issue because of inconsistency arising from sense-making processes, and growers' development of interest in addressing their issues. A theoretical framework useful for community development practitioners was designed that included accommodating diversity and building personal relationships. (Contains 19 references.) (YLB)

ED 413 474 CE 075 084

Walwei, Ulrich
Flexibility of Employment Relationships: Possibilities and Limits. IAB Labour Market Research Topics No. 22.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employer Employee Relationship; Employment; *Employment Practices; *Flexible Working Hours; Foreign Countries; Job Development; Job Layoff; Job Sharing; Labor Legislation; Labor Market; *Organizational Development; Personnel Management; Personnel Policy; Public Policy; Scope of Bargaining; Wages; *Working Hours
IDENTIFIERS- *Germany; Social Security

The controversial discussion of "atypical" forms of employment overlooks the fact that all parties involved can benefit from greater flexibility in the employment relationship. It all depends on what is made more flexible and how this greater flexibility is achieved. Employment relationships are built on a variety of factors (remuneration, operating hours, working time, and employment security). In principle, stability in one area of employer/worker relations (e.g., dismissal protection) demands flexibility in other areas (e.g., working hours or wages). Increased flexibility of working hours can create the potential for flexible models of annual working time by students in rural and urban public schools in the northern, central, and southern regions of Palestine's West Bank. VETT in Palestine was determined to be inefficient and not relevant to the needs of its target group or to the needs of the market. At the political and organizational levels, VETT proved institutionally fragmented and incapable of serving its stated purposes. VETT was found to be gender insensitive and to perpetuate gender bias. Students' knowledge of VETT's provisions and opportunities was very limited and derived primarily from informal sources. It was concluded that Palestine's education system predetermines and restricts future opportunities for males and females alike. Residents of the southern region were deprived of many privileges and resources enjoyed in central and northern Palestine. (Sixty-nine tables/figures are included, and 17 tables are appended. Contains 38 references.) (MN)

ED 413 492 CE 075 146

Fleury, Ernest
A Comparison of Student Performance in a National Restaurant Association Foodservice Sanitation Exam by Students Taking versus Those Not Taking a Review Seminar.
PUB DATE- 97
NOTE- 31p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Food Service; *National Competency Tests; *Occupational Home Economics; *Sanitation; Scores; Seminars; Technical Institutes; *Test Coaching; Two Year Colleges

A practicum was conducted to examine and improve the performance of students enrolled in a college of culinary arts on the National Restaurant Association Foodservice (NRAF) sanitation certification examination. Because the pass rate among students retaking the examination was lower than that among students taking the examination for the first time, it was hypothesized that a review seminar might be needed to help increase the pass rate among students retaking the certification examination. A 90-minute review seminar was developed with information gathered during a review of the literature on food sanitation and food safety education. The seminar was offered to 39 of the 85 students who had failed the NRAF examination on their first attempt. Three days later, the certification examination was readministered to all 85 students. A chi-square analysis of the test scores established that the review seminar did increase the performance of students retaking the NRAF sanitation certification examination. It was recommended that a review seminar similar to the one developed during the study be implemented and provided to students taking the NRAF examination for the first time and to students retaking the examination. (Contains 12 references) (MN)

ED 413 493 CE 075 147

Connor, H.; La Valle, I.; Pollard, E.; Millmore, B.
What Do Graduates Do Next?
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation

in," program logistics, resources, and program quality and outcomes. STW curriculum issues and concerns of association representatives highlighted philosophical differences among them. (Appendixes contain 42 references and participant lists.) (YLB)

ED 413 510 CE 075 225

Karmel, Tom
The Demand for Secondary Schooling. Working Paper No. 3.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; *Education Work Relationship; *Educational Attainment; *Educational Demand; Employment Opportunities; Employment Patterns; *Enrollment Trends; Foreign Countries; Outcomes of Education; Part Time Employment; Regression (Statistics); *Salary Wage Differentials; *Secondary Education; Statistical Analysis; Unemployment
IDENTIFIERS- *Australia

Data from Australia's Department of Employment, Education and Training were analyzed to determine the relationship between the costs and returns of secondary education in Australia. The analysis focused on changes in the following: the earnings premium from having a level of educational attainment equivalent to completing at least secondary school; the demand for employees who left school before graduation; full-time employment opportunities for teenagers; and the income support available to young people who stay in school. The earnings premium from having a level of educational attainment equivalent to completing at least secondary school was found to have increased in the 1980s after having declined in the 1970s. Changes in occupational structure and increases in the labor force participation of workers beyond their teens have substantially reduced the number of full-time jobs available for teenagers. Two other factors have also likely helped to more than double the rate of student retention in the final year (year 12) of secondary education since the early the 1980s: a long-term increase in the proportion of schoolchildren in part-time employment and substantial increases in government allowances for students who stay in school. (Thirteen tables/figures are included. Contains 50 references.) (MN)

ED 413 511 CE 075 226

McKenzie, Phillip; Long, Mike
Educational Attainment and Participation in Training. Working Paper No. 4.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 95
NOTE- 30p.; Paper presented at the conference, Efficiency and Equity in Education Policy (Canberra, Australia, September 6-7, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Corporate Education; *Educational Attainment; Enrollment; Foreign Countries; *Industrial

Work and Learning" (Andre Hendrikse). Reports of three working groups discusses the following: the learning environment in VET curriculum innovation; the differences between teachers and trainers; and active methods for learning problem solving and open-structured training materials. Appendixes include a participant list and "Phare Projects on Curriculum Development: What Has Been Achieved" (Helene Jourdan). (YLB)

ED 413 528　　　　CE 075 273

Vocational Education and Training Reform in Bulgaria.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Career Counseling; Career Guidance; Continuing Education; *Educational Change; *Educational Development; Educational Finance; Educational Legislation; Educational Policy; Equal Opportunities (Jobs); Foreign Countries; *Free Enterprise System; Job Skills; *Job Training; National Standards; Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Sex Fairness; Skill Analysis; Staff Development; *Vocational Education
IDENTIFIERS- *Bulgaria

This report on vocational education and training (VET) in Bulgaria consists of a condensed description of the present situation in VET and analysis of the main challenges facing VET reform in the country. Chapter 1 offers basic data on Bulgaria. Chapter 2 describes main features of the VET system, strategic objectives for VET, and legislative framework. Developments in these specific areas are highlighted: administrative structures and decentralization; finance; adaptation of training to change; identification of skill needs; quality standards and qualifications; promotion of continuing vocational training; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 provides an overview of international assistance, including the European Union's Phare program for VET and the Leonardo program. Chapter 4 identifies current challenges in three areas: skill needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 outlines possible priorities for future assistance to sustain and further the reform process. Appendixes include key indicators (access and participation, finance, labor market trends); diagram of VET system; legislative framework; responsible bodies; and international assistance sources. (YLB)

ED 413 529　　　　CE 075 274

Vocational Education and Training Reform in the Czech Republic.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Career Counseling; Career Guidance; Continuing Education; *Educational Change; *Educational Development; Educational Finance; Educational Legislation; Educational Policy; Equal Opportunities (Jobs); Foreign Countries; *Free Enterprise System; Job Skills; *Job

1997). Light type throughout, may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; Developmental Stages; Foreign Countries; *Males; Models; Secondary Education; Self Concept; *Sexual Identity; Sexuality; *Social Development; Young Adults
IDENTIFIERS- England; *Masculinity

Recent research has begun to examine heterosexual male behavior and the early experiences of masculinity. This pilot research project used naturalistic inquiry methodologies to investigate the experience and education of boys/young men in relation to matters of sexual health and masculinity and to develop an understanding of the relationship among values, beliefs, and action. Over an 11-month period, in-depth interviews were conducted with 39 boys/young men between the ages of 11 and 21, all residing in England. The methodological experience regarding these interviews, and a model which was developed to understand the formation of values and identity among young men, are emphasized in this paper. Results indicate that participants appeared to deal on two separate levels with the anxieties associated with entering secondary education: the private and the public. In the private context, boys were exploring concepts such as doubt, independence, fear, romance, uncertainty, academic pressure, and anxiety. In peer groups, boys struggled with ideas like solidarity, mutual trust, and conformity. The evidence suggests a developmental model, in which young men pass through different phases in their private/public relationships. (RJM)

ED 413 548 CG 027 856

Wishnietsky, Dorothy Botsch; Wishnietsky, Dan H.
Managing Chronic Illness in the Classroom.
PUB DATE- 96
NOTE- 102p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Child Health; Children; *Chronic Illness; Elementary Secondary Education; Health Conditions; Intervention; *Primary Health Care; *Special Health Problems; *Special Needs Students; *Teacher Role

An important but often overlooked member of a student's health care team is the teacher. This text covers ways to help teachers and administrators understand the special needs of students suffering from a chronic illness, how to recognize health events that may interfere with learning, and suggestions for appropriate interventions. The book opens with an overview of the classroom environment and a synopsis of the social, psychological, and physical needs of chronically ill students. Responsibilities of teachers, administrators, and parents are also detailed here. Chapters 2 through 9 include information about eight chronic illnesses frequently encountered by teachers: Acquired Immune Deficiency Syndrome, AIDS and HIV Infection, juvenile arthritis, asthma, cancer, cystic fibrosis, diabetes Mellitus, epilepsy, or seizure disorders, and sickle cell disease. Each chapter explains the disease, its treatment and effects, management procedures, and how to recognize when teacher intervention is required. Chapter 10 provides sources

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Adolescents; Educational Environment; High Risk Students; *High School Students; High Schools; School Holding Power; *Stress Variables; *Student Adjustment; *Student Attitudes; *Student School Relationship

This paper describes conditions and circumstances in students' family, peer, and school worlds which students perceive as creating pressures and stress powerful enough to divert their attention and interest from school. Rather than assuming that minority status, linguistic differences, part-time employment, peers and/or poverty necessarily create problems for young adults, students were asked about why they thought they were not connecting in educational settings. The focus, then, is on all students and not just those identified as at-risk. Results indicate significant variation in the types and frequencies of problems for different types of youth. Students whose worlds are congruent and who transition smoothly report tremendous stress from teachers and parents to achieve academically. Other students who report difficulties in making transitions between different worlds worry about understanding course materials as they struggle to make passing grades. Still other students, for whom transitions are most difficult, are burdened with uncertain futures. All students stressed the importance of being connected to at least one caring and empathetic adult in their school environment. When that happened, students were more likely to seek help. (RJM)

ED 413 569 CG 028 181

Jenkins, Jeanne E.; Nolan, Heather; Rieder, Christie
The Generality of Drug Resistance Self-Efficacy across Social Situations and Solitary Contexts.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drinking; High School Students; High Schools; Illegal Drug Use; Marijuana; Peer Influence; *Resistance to Temptation; Risk Management; *Self Control; *Self Efficacy; Substance Abuse
IDENTIFIERS- Beer; Wine Coolers

According to a recent national survey, 9 out of 10 high school students in the United States reported that they had tried alcohol at least once. Previous research has identified drug resistance self-efficacy (DRSE) as an important construct in adolescent drug use, which is the focus of this research study. A total of 361 students in grades 9-12 completed a 121-item questionnaire which focused on their use of beer, wine coolers, liquor, and marijuana. Results indicate that adolescents' perception of their ability to resist generalizes across situations, particularly for wine coolers and liquor. As perceptions of resistance in one situation increased, perceptions of resistance in another situation also increased. However, differences were observed in the magnitude of the relationship for certain drugs, specifically beer, wine coolers, and marijuana. Analysis of results show strong intercorrelations for each drug studied among the DRSE

PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Developmental Stages; Elementary Secondary Education; *Emergent Literacy; Phonics; *Reading Ability; *Reading Instruction; Reading Processes; Reading Research; Whole Language Approach
IDENTIFIERS- Reading Sequence

Beginning readers and proficient readers can be characterized by using research found in professional journal articles and other educational sources. Learning to read requires numerous abilities, several of which are acquired before a child begins school; this time period between birth and when a child begins school is called the "emergent literacy" stage. Reading instruction starts in the "beginning reading" stage, which includes grades K-1. A balanced approach to reading instruction is one that combines the best strategies from the whole language approach and explicit phonics instruction. A writer's workshop is essential to any reading program, since students are intrinsically motivated to read their own writing. A stage of "growing independence" includes grades 2-3 and marks the beginning of a child's venture into becoming a proficient reader. The main characteristic of this stage is children's evolving fluency. The "reading to learn" stage includes grades 4-6 and is marked by the wide application of word-attack and comprehension skills. Readers in the last stage, "abstract reading," employ a complex set of mental strategies that readers need in order to coordinate cues from different information sources, evaluate their progress, and shift between comprehension and word recognition processes. (Contains nine references.) (RS)

ED 413 591 CS 215 975

Cooper, Cathie Hilterbran
ABC Books and Activities: From Preschool to High School. School Library Media Series No. 5.
PUB DATE- 96
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alphabets; Annotated Bibliographies; Creative Activities; Elementary Secondary Education; *Language Acquisition; *Learning Activities; Literary Genres; Multicultural Education; Popular Culture; Preschool Education; *Reading Material Selection; Textbooks
IDENTIFIERS- *Alphabet Books; Historical Background

Intended primarily for librarians and media specialists, this book offers an in-depth analysis of alphabet books from their serious, religious beginnings to their "funny," instructive, and artistic present. The book lists 542 titles with short annotations, suggested activities, and essays on each type of book. Following an introduction, which gives a historical perspective on alphabet books and also discusses criteria and value, the chapters are: (2) First Encounters: Alphabet Books for Babies, Toddlers, and Preschoolers; (3) Animals and instructional strategies, suggest that both time constraints and limited background knowledge prohibited teachers from providing effective individual instruction. The out of context nature of previous language programs had left students without sense of both ownership and involvement in written language. A review of solution strategies suggested by knowledgeable others, combined with analysis of the problem setting, resulted in selecting four major categories of intervention. Writers workshop and cooperative learning strategies, along with a teacher-designed spelling program, were all implemented and incorporated into a whole-language setting. Post-intervention data indicated that the direct instruction of writing and spelling strategies was effective in improving the written communication abilities of the targeted students. Both English and bilingual students benefited from this intervention. Appended are various test and survey results and sample forms. (Contains 30 references.) (Author/CR)

ED 413 611 CS 216 085

Messina, Susan; Simas, Robert J.; White, Diane
Team Teaching of English Integrated with Content Area Courses. FISPE Final Evaluation Report 1992-1995.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 55p.; For a related document, see CS 216 086.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biology; *College English; Community Colleges; Comparative Analysis; *English Instruction; History Instruction; *Instructional Effectiveness; *Interdisciplinary Approach; Nutrition; Political Science; Questionnaires; Reading Improvement; Social Sciences; *Team Teaching; Two Year Colleges; Writing Improvement
IDENTIFIERS- Content Area Teaching; *Solano Community College CA

Solano Community College (California) developed interdisciplinary, team-taught classes. The program included three classroom components administered in each of the six semesters to both program-supported integrated classes and to content area control class sections: a standardized reading test, an essay writing test, and a student survey. Subjects were 147 students enrolled in English 1, history, biology, social science, political science, and nutrition classes. In addition, summative fill and retention data were gathered to compare the program sections with all other sections of the same course, and a follow-up study surveyed students who completed the program's integrated classes. Results indicated that the essay writing evaluation produced some evidence for the success of the pedagogical method, but the reading evaluation did not reveal substantive changes in students' abilities. Although no formal mechanism was used to evaluate it, a "tremendously positive" collegiality developed among the faculty involved in the program. (Contains four tables of data; appendixes contain pre- and post-essay topics, essay scoring rubrics, sample student survey forms, sample follow-up survey forms, and an evaluation activities summary.) (RS)

ED 413 612 CS 216 086

Team Teaching of English Integrated with Content Area Courses: Final Report.

Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Catholic Schools; Curriculum; Database Management Systems; Foreign Countries; *Information Management; Information Utilization; Instructional Effectiveness; *Instructional Improvement; *Management Information Systems; *Professional Development; Secondary Education
IDENTIFIERS- *Australia (Western Australia)

Planned educational change tends to be imposed from the top down and increases the requirements for local reporting. This paper reports on the effects of a curriculum-planning workshop on teachers' instructional practices. Eight teachers at a Catholic college in rural Western Australia participated in a curriculum-planning workshop to learn how to use the integrated Instructional Information Management System (IIMS). They completed a questionnaire, as did a group of six teachers and two administrators who had not participated in the workshop. The participating group reported greater use of computers than did their nonparticipating counterparts. The workshop attenders continued to use the language of computing and curriculum planning. The paper concludes that focused professional development in the areas of curriculum and assessment is a vital implementation-training component of effective IIMS use. If instructional systems are not well understood, then fundamental change is unlikely to occur. One table is included. Appendices contain essential features of an IIMS and sample questionnaire items. (Contains seven references.) (LMI)

ED 413 633 EA 028 669

Popwell, Emma P.; Amuleru-Marshall, Nancy; Canada, Benjamin O.
Walden International Baccalaureate Middle Years Programme, 1996-97. The First Year of Consideration on the International Baccalaureate Middle Years Programme and School Reform.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Curriculum Development; *Educational Improvement; *Evaluation Criteria; Intermediate Grades; *Middle Schools; Open Enrollment; Public Schools; School Demography; *School Restructuring; Secondary Education; Teacher Characteristics
IDENTIFIERS- Atlanta Public Schools GA; *International Baccalaureate

In early 1996, the Atlanta school board approved a plan to reconstitute Walden Middle School, opening it to students across the city and substantially changing the composition of the faculty. This report for 1996-97 recounts the first year of the reform effort, during which all positions were declared vacant and a new staff and faculty were assembled. The middle-school curriculum was redesigned and teacher qualifications were raised to obtain authorization for implementation of the International Baccalaureate Middle Years Program. The program will be implemented as a single, continuous curriculum for grades 6-10, and formal teacher training will begin in 1997-98. The report describes student and teacher characteristics, professional-preparation activities, the development of partnerships, parent and community involvement, and the Computer Curriculum Corporation (CCC) Pilot Project. Controversial issues included the criteria and process for selecting a particular school for reconstitution, and the scope

DESCRIPTORS- *Board Administrator Relationship; *Boards of Education; Elementary Secondary Education; Interprofessional Relationship; *School Administration; State Legislation; *Superintendents; *Teamwork

School board-superintendent collaboration is essential to the success of public education. This report presents findings of a study that focused on board-superintendent collaboration for higher student achievement. Data were collected through a review of state laws and interviews conducted with 132 educators, parents, and other citizens in 10 diverse school districts in 5 states--Kentucky, Massachusetts, Michigan, Oregon, and Texas. The report offers 41 recommendations in 6 categories: (1) Build a foundation for teamwork; (2) get the best and most capable team players; (3) ensure that the team players know their roles and responsibilities; (4) get into team training; (5) adopt good team strategies; and (6) convince others to support the team. Appendices contain profiles of the 10 school districts, including profiles of their student achievement, school board members, and superintendents; job descriptions of superintendents and board members; and a partial bibliography of school district governance. (LMI)

ED 413 652 EA 028 745

Tunks, Jeanne L.; Moore, Geoffrey
Yin and Yang: The Process of Developing Integrated Curriculum.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Cooperative Planning; *Curriculum Development; *Educational Cooperation; Elementary Secondary Education; Group Dynamics; *Integrated Curriculum; *Organizational Development; *Teamwork

Creating an integrated curriculum requires a collaboration that balances the personal, professional, and production aspects of a project. This paper describes interaction within a team of teachers whose focus for developing an integrated curriculum emerged from a community-arts organization. Topics examined include: the tension between team members, the ways in which teachers from different disciplines perceived the process of developing an integrated curriculum based on a master work of art, and their contributions to the project. The Arts Related Integration and Assessment (ARIA) Project, initiated by the Dallas (Texas) Opera, began as a study about how different disciplines naturally contribute to the study of opera as a master work of art. Data were collected over a 1-year period and were gathered through participant observation, surveys, sociograms, learning profiles of the teachers, and unstructured conferences with team members. Findings show that balance between personal needs, team members' expectations, and the need to produce a practical product became vital to the project's success. The success of "good-fit" teachers demonstrates that opera is a viable source of integrated-curriculum design. Teachers with minimal experience with opera made valuable contributions as team members and producers of the curriculum. However, two members' preformed ideas and tacit ownership of the art form prevented them from participating on a higher level. Staff members therefore must carefully select team members and include a variety of learning styles to ensure education. Chapter 9 summarizes the debate about curriculum, content, and testing, and the chapter 10 analyzes the political uses of the judicial system. Chapter 11 discusses the question of who should decide what knowledge is of most worth. Contains 4 tables, 4 figures, an index, and chapter references. (LMI)

ED 413 671 EA 028 778

Sharp, William L.; Walter, James K.
The School Superintendent: The Profession and the Person.
PUB DATE- 97
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; *Board Administrator Relationship; *Career Development; Communication Skills; Elementary Secondary Education; Employment Interviews; Job Application; Job Search Methods; Leadership; Politics of Education; Public Relations; *School Administration; *Superintendents; Teacher Administrator Relationship

The tenure of a typical superintendent is less than 4 years. What should a prospective superintendent know about conducting a job search? This book examines the superintendency from a personal viewpoint and provides in-depth guidance on career strategies and family considerations. Chapter 1 describes the history of the superintendency and the board of education, including their roles and legal authorities, and the tenuous nature of the superintendency. Chapter 2 offers suggestions for searching for a job, applying for a position, interviewing, and contracting for the job. Chapter 3 discusses several types of leadership and decision-making models. Suggestions for developing the administrative team are offered in chapter 4. Chapters 5 through 13 describe strategies for dealing with the board of education and with unions, carrying out effective public relations, playing the business manager role, developing good listening skills, juggling spouse and family responsibilities, dealing with dismissal and job insecurity, and using computer technology in the superintendency. Nine figures, chapter references, and an index are included. Appendices contain information on the old and new superintendencies, site-based management, the health of the school superintendency, and the selection of a technology-network consultant. (LMI)

ED 413 672 EA 028 779

Schroth, Gwen
Fundamentals of School Scheduling.
PUB DATE- 97
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Block Scheduling; *Class Organization; *Curriculum Design; Educational Planning; Elementary Education; Flexible Scheduling; Instructional Effectiveness; Junior High Schools; Middle Schools; School Administration; *School Organization; *School Schedules; Staff Development; *Time Blocks

The ability of the school administrator to schedule teachers' and students' time so that each receives the most from each school

PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attention Deficit Disorders; *Clinical Diagnosis; Cooperative Learning; Disability Identification; Educational Strategies; Elementary Secondary Education; *Gifted Disabled; Problem Solving; Reciprocal Teaching; Self Esteem; *Student Characteristics; *Talent Identification; Teaching Methods

This paper discusses the characteristics of children who are gifted and have attention deficit hyperactivity disorder (ADHD). Seven principles to reach and teach gifted learners with ADHD are recommended: (1) remembering that these learners have needs just like other children in their age groups; (2) having realistic expectations in helping these learners develop and utilize their strengths; (3) providing assignments that are stimulating and at their level of achievement and utilizing interactive teaching strategies, such as cooperative learning and reciprocal teaching; (4) providing structure so that these children can recognize and respect limits; (5) recognizing perfectionism and using this attribute to build self-esteem; (6) teaching problem-solving techniques; and (7) using the "Five M's Approach": mediation, management, modification, modeling, and mothering (fathering). (CR)

ED 413 691 EC 305 960

Goots, Pamela Bertozzi
Analysis of Year by Year Grade Point Averages of Students Identified as Academically Gifted.
PUB DATE- 97
NOTE- 69p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Failure; *Academically Gifted; *Age Differences; Elementary Secondary Education; *Grade Point Average; *Performance Factors; *Sex Differences; Student Characteristics; *Underachievement

This study investigated whether a particular grade in school would prove to be critical in the development of underachievement in 100 high school students identified as intellectually gifted, where 18 of the students were identified as underachieving. Data were collected on each student, including IQ scores, age identified as gifted, gender, final grade point average (GPA) for each grade first through ninth, and number of advanced courses taken each school year. Statistical analysis was conducted on the data to determine if a relationship existed between each variable to the GPA of students who were identified as gifted. Significant main effects for gender and achievement group indicated that overall girls had higher GPAs than boys and that students labeled as achievers had significantly higher GPAs than those labeled as underachievers. Further, underachieving boys exhibited a steady decline in GPA starting in second grade. Underachieving girls maintained acceptable grades until their grades dropped sharply in sixth grade. The majority of students (90 percent) who dropped below a 3.0 GPA at some time in their academic careers went on to become underachievers. IQ, year identified as gifted, and number of advanced classes taken had no relationship to achievement level. (Contains 39 references.) (CR)

(6) "Voice Collaboration and Inclusion: Democratic Themes in Educational and Social Reform Initiatives" (Thomas M. Skrtic and others), argues that, far more than a new special education service delivery model, inclusion is the emerging cultural logic of the 21st century; (7) "School-Linked Services Integration: Crisis and Opportunity in the Transition to Postmodern Society" (Thomas M. Skrtic and Wayne Sailor), considers the implications of the school-linked services integration reform movement for professional practice and discourse in the fields of special and remedial education, as well as for the broader political goal of democratic transformation in America; (8) "Para Las Familias: An Example of An Independent Policy Reform Model" (Martin H. Gerry and Henry M. Levin), describes a model demonstration program for children and their families in low-income neighborhoods; and (9) "Service Integration and Beyond: Implications for Lawyers and Their Training" (Martin H. Gerry). (Each chapter includes references.) (CR)

ED 413 710 EC 305 984

Fowler, W. M., Jr.; Brewer, M. L.; Abresch, R. T.
Post Secondary Education Profiles in Neuromuscular and Other Diseases. Research Update.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age Differences; College Attendance; *College Students; Grade Point Average; *Musculoskeletal System; *Neurological Impairments; Paying for College; Physical Disabilities; Physical Mobility; Postsecondary Education; *Student Characteristics; Student Financial Aid
IDENTIFIERS- Arthritis; Supplemental Security Income Program

This paper describes the outcomes of a study that investigated if 153 college students at three local educational institutions (university, state college, community college) with mobility and functional impairments would have educational profiles different from nondisabled students and each other and, if so, the reasons for any differences. Results found significant differences between students with disabilities and without disabilities in the age at college entrance, age at each class level, time to complete college, part-time status, and type of financial support. The mean age at college entry was considerably higher than for the general college population and the length of time to complete college was considerably longer than for the general college population. The percentage of students with disabilities enrolled part-time was also greater than for typical students. Major sources of financial support for the students with disabilities were Supplemental Security Income and vocational rehabilitation funds. Significant factors contributing to the students' academic success were family (61 percent chose this as a factor), 60 percent their own personal attitude, and 52 percent the influence of instructors. Thirty-four percent reported lack of support from peers, 23 percent negative attitudes by faculty, 20 percent architectural barriers, and 19 percent inadequate financial support as major barriers to their education. (CR)

ED 413 711 EC 305 985

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adult Education; Adults; Ancillary School Services; *Comparative Education; *Disabilities; Education Work Relationship; Educational Legislation; *Educational Opportunities; Educational Trends; Financial Support; Foreign Countries; *Inclusive Schools; Information Technology; Mainstreaming; Outcomes of Education; *Postsecondary Education; Public Policy; School Community Relationship; *Secondary Education; Student Characteristics; Student Personnel Services; Teacher Education; Transitional Programs; Trend Analysis
IDENTIFIERS- Australia; British Columbia; *Europe; Quebec

This report presents findings of a 3-year study (1994-1997) of post-compulsory educational opportunities for adolescents and adults with disabilities in 10 European countries (Finland, France, Iceland, Ireland, Italy, the Netherlands, Norway, Spain, Sweden, United Kingdom), Australia, and the Canadian provinces of British Columbia and Quebec. It is part of a larger study of effective educational and support structures in integrated settings. The first part identifies the main trends in sections on: (1) main characteristics of post-compulsory education, (2) the population under consideration, (3) policies and legislation, (4) transition from schooling, (5) funding, (6) provision, (7) curriculum, (8) support services, (9) information technology, (10) teacher training, (11) community involvement, (12) post-education experience, and (13) the future. The second part of the report synthesizes individual country reports under the same 13 categories. The study found that all the countries have some legislation in place to support post-compulsory education and training of people with disabilities, but that there is much variation in the extent to which this legislation protects people's rights and that people with disabilities continue to be under-represented in post-compulsory education and employment. Appended are a list of working group participants and guidance notes for completing the country questionnaires. (DB)

ED 413 730   EC 306 005

Implementing Inclusive Education. OECD Proceedings.
PUB DATE- 97
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; *Comparative Education; Curriculum Development; *Disabilities; Educational Assessment; Educational Change; Educational Quality; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Integrated Services; Mainstreaming; Pupil Personnel Services; Remedial Instruction; *Special Education; *Trend Analysis

This document contains 25 papers presented at 1993 and 1995 conferences convened as part of a 7-year international project concerned with the integration of children with special educational needs into mainstream schools. The papers are: (1) "The OECD Project: Integrating Students with Special Needs into Mainstream Schools" (Peter Evans and Don Labon); (2) "Recent Developments in OECD Member Countries" (Don Labon and Peter Evans); (3) "Quality for All: Some Comments about Inclusive Schools from Spanish Educational Reform" (Alvaro Marchesi); (4) "Integration in the Netherlands" (Cor J. W. Meijer); (5) "Factors that Inclusion Must Not Overlook" (Yerker Andersson);

understanding. (MSE)

ED 413 748 FL 024 769

Teubert, Wolfgang
Language Resources: The Foundations of a Pan-European Information Society.
PUB DATE- 95
NOTE- 25p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computational Linguistics; Computer Software; *Computer Software Development; *Discourse Analysis; Foreign Countries; Information Technology; *Language Research; Linguistic Theory; Technological Advancement
IDENTIFIERS- Europe; *Language Corpora; Trans European Language Resources Infrastructure

Language, once a cultural asset in Europe, has become an economic commodity. The national language institutes now have the task of providing the means for making knowledge available in the national language and distributing locally produced information worldwide. This includes not only training more translators, but also developing the necessary language technology. Current issues in language engineering include development of high-quality, economic document creation and management, creation of better information and communication services, better translation and support of foreign language learning, and internationalization and localization of software for language applications. The quality of language technology applications rests in the comprehensiveness and reliability of the language data with which the tools are used. Corpora are the basic language resources, which exist in a variety of forms, including special, reference, monitor, opportunistic, comparable, and parallel corpora. Building a corpus requires encoding decisions, documentation, and validation; the process is costly. The Trans-European Language Resources Infrastructure (TELRI) is a cooperative effort by language and language technology institutions in 17 countries to supply the natural language processing community with monolingual and multilingual language resources. TELRI will make Europe a strong competitor in the emerging market of language engineering and communication technology. (MSE)

ED 413 749 FL 024 770

Jakopin, Primoz
Rail-lex Slovenia--A Modern Railway Dictionary (Joint Venture Case Study).
PUB DATE- 95
NOTE- 5p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 413 769 FL 024 879

Johnston, Malcolm
Stages of the Acquisition of Spanish as a Second Language. Australian Studies in Language Acquisition No. 4.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Grammar; *Interlanguage; *Language Processing; Language Research; *Learning Processes; Linguistic Theory; *Spanish

Seven postulated stages of acquisition of Spanish as a second language are examined within the context of Processability Theory, whose predictive paradigm is applicable to interlanguage development in any second language (L2). The theory argues that the sequence in which the target language unfolds in the learner is determined by the sequence in which processing prerequisites needed to handle the language's components develop. The logic, concepts, and principles underlying processability are first outlined. Development of grammar, a lexical-functional model, the nature of agreement in Spanish, and word order are then discussed in relation to processability. Finally, the seven stages are examined and charted. It is concluded that, viewed from this perspective, the seven stages of acquisition are distinct. Appended materials include notes on learner language and examples of interlanguage. Contains 17 references. (MSE)

ED 413 770 FL 024 880

Andrews, Barbara S.
Multimedia in the Foreign Language Classroom.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authoring Aids (Programming); Classroom Techniques; Computer Software; Curriculum Development; Elementary Secondary Education; *Multimedia Instruction; *Second Language Instruction; Second Language Learning; Small Group Instruction; *Student Developed Materials; *Student Projects; Teacher Developed Materials

Second language teachers are encouraged to assign multimedia projects to their students. They are challenging for the student to create, can effectively reinforce learning, and are a fun way for students to practice language skills. Rather than have students draw a poster or write a paper, the teacher can assign a presentation using a combination of media. Project topics might include: a grammar lesson; autobiography; an alphabet book; cultural comparisons; a family tree; portfolios; "book" creation; and clothing. Teachers can create their own multimedia presentations for presenting new material, reviewing old material, or creating make-up lessons. Needs include a computer with appropriate capabilities and an authoring program. Copyright-free resources are available on the World Wide Web, in the library, and on bookshelves. Training to use multimedia should be available locally; supporting resources are on the Web. With planning and clear instructions, students

Strategies; *English (Second Language); Foreign Countries; *Rural Areas; Second Language Instruction; Secondary Education; Surveys; *Teacher Attitudes; Teacher Educators; *Teacher Motivation; Teacher Role; Testing
IDENTIFIERS- *China (Qinghai Province)

This study identifies and describes the difficulties faced by secondary school Teachers of English as a Foreign Language (TEFL) in Qinghai Province (China) in adopting the communicative approach to language instruction. It examines the perceptions of both teachers and teacher trainers. Data were drawn from semi-structured interviews with one trainer and five trainees following workshops on the communicative approach and from a program evaluation questionnaire completed by 19 participants (transcripts of both appended). Salient problems in implementing the communicative approach include: pressure of external examinations on both teachers and students; the textbook-centered nature of the uniform curriculum; problems inherent in ethnic minority education; the low status and poor motivation of teachers; teachers' distrust of educational administrators and their ideas; teachers' low levels of English proficiency; poor facilities; and the location of training sessions far from the province itself. It is concluded that the results provide a snapshot of English language education in Qinghai Province and the problems to be addressed in future teacher training programs. (Contains 73 references.) (MSE)

ED 413 791 FL 024 978

Bates, Dawn; Hess, Thom; Hilbert, Vi
Lushootseed Dictionary
PUB DATE- 94
NOTE- 381p.
LANGUAGE- English; Lushootseed
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *American Indian Languages; *Dialects; Dictionaries; Geographic Distribution; Grammar; Language Patterns; Language Research; Native Speakers; Phonology; *Salish; Uncommonly Taught Languages
IDENTIFIERS- *Lushootseed

The dictionary of Lushootseed, the Puget Salish Indian language spoken in the area of Seattle, Washington, begins with an introduction to the language's name, dialects, geographic distribution, research methodology and native informants, texts used as sources, and pronunciation and transcription. It also gives an overview of the way entries are structured and provides a glossary of language-related terms used. An alphabetical listing of Lushootseed words and English definitions and usage notes follows. The dictionary also provides an English-to-Lushootseed index and a list of personal names. Contains 22 references. (MSE)

ED 413 792 FL 800 999

Notes on Literacy, 1988-1994.
PUB DATE- 94
NOTE- 1524p.; A run of 24 consecutive issues of this serial. However, for numbers 57-60 (1989) see ED 338 114. Changed numbering system after number 65 (1991), which is also considered to be volume 17, number 1. Published quarterly.
LANGUAGE- English
EDRS Price- MF12/PC61 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Foreign Countries; *Literacy; *Literacy Education;

SPONS. AGENCY- California Education Roundtable.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Educational Finance; *Educational Policy; *Enrollment Trends; *Financial Policy; Higher Education; State Universities; Statewide Planning; Student Costs; *Student Financial Aid; Trend Analysis; *Tuition
IDENTIFIERS- *California

This paper identifies some of the major issues that need to be considered in designing a coherent policy for tuition/fees and student financial aid in California's institutions of higher education. It reviews evidence on the effects of financial aid and tuition and discusses the usefulness of that evidence for policy design. The report identifies some of the basic trends in tuition and financial aid in the state, highlighting the major problems facing the existing system. These include unprecedented fee hikes at public institutions, declining federal grants, increasing competitiveness for state-funded grants, financial aid which has not kept pace with increases in student costs, and more student utilization of loans to finance college. Analysis finds that enrollment at the University of California and the independent colleges appears relatively insensitive to tuition changes but that enrollment at California State University and the community colleges has declined sharply in the 1990s, a period of rapid fee increases. Possible policy changes, such as a move to a "high tuition, high aid" policy are considered. Other possible changes include changing eligibility requirements and funding levels for the state's Cal Grant programs. (DB)

ED 413 811 HE 030 714

Park, George; Lempert, Robert
The Class of 2014: Preserving Access to California Higher Education.
SPONS. AGENCY- California Education Roundtable.; Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Futures (of Society); Higher Education; *Long Range Planning; Models; Productivity; *Public Colleges; Public Education; Research Methodology; State Aid; State Colleges; State Universities; *Statewide Planning; Student Costs; Trend Analysis
IDENTIFIERS- *California

This study used exploratory modeling, a methodology that combines traditional quantitative forecasting techniques with the insights from scenario-planning, to analyze the conditions under which California can preserve access to its system of public higher education. The study identified two trends currently dominating the issue of future access--future state funding and feasible improvements in productivity. Three major conclusions were drawn: (1) if the fraction of state funds allocated to higher education remains at current levels or increases and if productivity increases at faster than historic rates, California will avoid serious access deficits; (2) if

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Change Strategies; *Distance Education; Educational Benefits; Educational Change; Educational Innovation; Educational Needs; Educational Objectives; Educational Technology; *Extension Education; External Degree Programs; *Higher Education; Nontraditional Education; Open Universities; Outcomes of Education; Private Colleges; Program Improvement; Questionnaires; Statistical Data; Surveys; Tables (Data); Telecommunications; Telecourses; Two Year Colleges; Universities

This 1995 federal survey designed to provide the first nationally representative data about higher education distance education course offerings. Data were collected in fall 1995 from 2-year and 4-year higher education institutions and were weighted to provide national estimates. The study includes information about the percentage of institutions that offer or plan to offer distance education courses in the next three years; course offerings, including the types of technologies used to deliver distance education and the sites to which such courses are directed; enrollments and completions; characteristics of distance education courses and programs; program goals; future plans; and factors inhibiting distance education programs. Among the results reported by the survey were the following: one- third of higher education institutions offered distance education courses, and an estimated 25,730 courses were offered; approximately 753,640 students were formally enrolled in distance education courses in academic year 1994-95; public 2-year institutions accounted for 55 percent, public 4-year institutions for 31 percent, and private 4-year institutions for 14 percent of the students enrolled in distance education; about 25 percent of the institutions offered degrees that could be completed through taking distance education courses exclusively. An estimated 3,430 students received degrees in 1994-95 by taking distance education course exclusively. Appended are tables of standard errors and the survey form. (JLS)

ED 413 830 HE 030 733

Cash Management/Data Matching. Training Guide.
PUB DATE- 97
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accounting; Data Collection; Data Conversion; Delivery Systems; *Educational Finance; Federal Aid; Federal Programs; Financial Audits; Higher Education; Information Storage; Loan Repayment; *Money Management; Program Improvement; *Quality Control; *Recordkeeping; Records Management; School Role; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Federal Direct Student Loan Program

Schools Subject to the Loss of Eligibility To Participate in the Federal Family Education Loan Program and/or Direct Loan Program Due to FY 1993, FY 1994, and FY 1995 Cohort Default Rates of 25.0% or Greater. Schools with Extended Loss Listed Separately.
PUB DATE- 97
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); Educational Finance; *Eligibility; Federal Aid; *Federal Programs; Higher Education; Legal Responsibility; *Loan Default; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program; Federal Direct Student Loan Program

This report provides Federal Family Education Loan (FFEL) and Direct Loan Program official cohort default rates for all schools with 30 or more borrowers or official average cohort default rates for schools with under 30 borrowers. All schools in this report have fiscal year (FY) 1993, 1994, and 1995 default rates of 25 percent or higher. The first part of the report lists schools whose participation in the FFEL and/or Direct Loan programs will end for the first time due to their default rates. The second part lists schools whose participation in the FFEL and/or Direct Loan programs ended in the past, and whose loss of participation is being extended for an additional year due to their FY 1995 default rates. Schools are listed alphabetically by state, and information is provided for type of loan program (FFEL, Direct Loan, or both); Office of Postsecondary Education identification number; school name and address; school type, control, regional office, and congressional district; fiscal year for which default rate was calculated; number of borrowers in default; number of borrowers in repayment status; default rate; rate type; program default rate; effective date; action data; and totals. (JLS)

ED 413 849 HE 030 761

Schools Subject to Limitation, Suspension, or Termination Action of All Title IV Programs Due to Excessive FY 1995 Cohort Default Rate.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); Educational Finance; *Eligibility; Federal Aid; *Federal Programs; Higher Education; Legal Responsibility; *Loan Default; *Student Financial Aid; *Student Loan Programs; Tables (Data)
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; *Higher Education Act Title IV

This report provides Federal Family Education Loan (FFEL) official cohort default rates for all schools with 30 or more borrowers or official average cohort default rates for schools with under 30 borrowers. The schools listed in this report have fiscal year 1995 official cohort default rates of 40 percent or higher, which may make them subject to limitation, suspension, or termination from all Title IV student financial aid programs. Schools are listed alphabetically in state order, along with type of loan program (FFEL Program, Direct Loan Program, or both); Office of Postsecondary Education

Major, Howard; Levenburg, Nancy
Critical Issues in Interactive Television Delivery: Instructional Quality, Faculty Development and Faculty Compensation.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Compensation (Remuneration); Cooperative Learning; Critical Thinking; Distance Education; *Faculty Development; Faculty Workload; Higher Education; *Instructional Effectiveness; *Interactive Television; Problem Solving
IDENTIFIERS- Grand Valley State University MI

This paper discusses issues surrounding the delivery of interactive television systems at Grand Valley State University in Michigan (GVSU). Interactive television (ITV) systems are defined as those systems that connect two or more sites for the purpose of two-way audio and video communication. ITV systems can enable learners to work cooperatively in teams, to develop critical thinking skills, to practice complex problem solving, to be self-directed lifelong learners, and to practice effective communication skills. An instructional design that works well in a traditional classroom may need to be adapted to the ITV environment. As in traditional classroom instruction, the degree to which faculty are skilled in managing the instructional environment is the greatest determining factor in student learning and satisfaction. Therefore, a comprehensive and effective faculty selection and professional development program must be established for training faculty who will teach on the ITV system. Recommendations are offered to guide this process. The successful implementation of a course in an ITV environment requires substantially more planning and effort than is needed for teaching that course in a traditional classroom environment. For that reason, many educational institutions have established faculty compensation systems that recognize this extra effort and time commitment. The compensation system at GVSU has three components: a planning stipend, compensation for extra student load, and a teach-back factor which operates in tandem with travel reimbursement. (SWC)

ED 413 868 IR 018 617

McGuire, Mary; Stilborne, Linda; McAdams, Melinda; Hyatt, Laurel
The Internet Handbook for Writers, Researchers, and Journalists.
PUB DATE- 97
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Authors; Censorship; Copyrights; Electronic Mail; Foreign Countries; Information Needs; *Information Retrieval; *Internet; Journalism; News Writing; Online Searching; *Online Systems; Online Vendors; Relevance (Information Retrieval); Research; Research Tools; Researchers; *Search Strategies; User Needs (Information); *Writing for Publication
IDENTIFIERS- Canada; Listservs; Newsgroups

This books provides a basic introduction to the World Wide Web, e-mail, and other Internet functions, emphasizing the research tracking Aid to Families with Dependent Children (AFDC) recipients over a 2-year period, 43% of AFDC recipients combine welfare with a substantial amount of paid employment. Most earn poverty-level wages. Two labor market reforms could help women: pay equity remedies and a higher minimum wage. Because average earnings in an occupation fall as the proportion of women workers in that occupation rises, pay equity would mean more money for families. If a pay equity policy (such as a federal comparable worth policy) were adopted nationally, the percentage of women earning less than each of the three poverty thresholds would decline. An analysis of the impact of raising the minimum wage on women's poverty that included consideration for wage increases on the "minimum wage contour" established that the impact of a 90-cent increase in the minimum wage on reducing poverty among women would approach but not equal the impact of a pay equity policy. Pay equity would also help reverse the recent increase in earnings inequality and erosion of living standards at the bottom end of the earnings distribution in the United States that have occurred since 1980. (MN)

ED 413 417 CE 074 770

Berman, Tamara; Steinberg, Adria
The VIA Book. A Best Practices Manual from the Vocational Integration with Academics Project at the Rindge School of Technical Arts.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Apprenticeships; *Curriculum Development; Demonstration Programs; High Schools; Independent Study; *Integrated Curriculum; *Interdisciplinary Approach; Program Descriptions; *Program Development; Service Learning; Technology Education; *Vocational Education
IDENTIFIERS- Cambridge Public Schools MA

This book suggests strategies for creating meaningful project and work-based learning experiences that were developed by teams of vocational and academic teachers and addresses the support issues necessary to sustain successful efforts. It begins with a description of the design team model and activities of the Vocational Integration with Academics (VIA) Project in Years 1 and 2. It lists the five principles of academic and vocational integration that form the framework within which the design teams went about their work of creating VIA projects and curriculum units. The main body of the manual consists of the seven best practices for academic-vocational integration that form the cornerstone of the VIA Project's work on integration. The strategies shape the organization of the manual, with one to four appropriate VIA curriculum examples used as illustrators for each strategy. Each curriculum example may contain some or all of these components: description of units or themes; course summary; curriculum outline; and examples of group projects. The seven integration strategies are as follows: (1) a drive for authenticity; (2) students as producers of knowledge; (3) building transferable skills; (4) technology education for science; (5) doing well and doing

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Art Education; Basic Skills; *Creativity; *Education Work Relationship; *Educational Benefits; Educational Quality; Elementary Secondary Education; Financial Support; Fine Arts; Integrated Curriculum; Program Development; *School Business Relationship; *Vocational Education

Business leaders are increasingly realizing that arts education is beneficial in preparing young people for the workplace. Increasingly, business is acknowledging that arts education develops collaborative and teamwork skills, technological competencies, flexible thinking, and an appreciation for diversity. The need for imagination and creativity in the work force is creating a new alliance between arts education and business. Aside from specific disciplinary content, arts education is valuable in three important senses: (1) arts education contributes to the quality of education overall and builds critical thinking skills; (2) arts education builds specific work force skills that business values; (3) an education in the arts builds values that connect children to themselves and to their own culture and civilization; and (4) arts education helps the nation produce citizens and workers who are comfortable using many different symbol systems (verbal, mathematical, visual, auditory). Examples of businesses supporting arts education can be seen throughout the country. One of the most effective ways for businesses and professional to support arts education is to become directly involved in partnerships with local schools and arts organizations. Making partnerships work requires having a vision, planning, leveraging resources, and generating commitment, as well as professional development opportunities for teachers, support for artists, good communication, and promotion. (MN)

ED 413 437 CE 075 029

Murk, Peter J.
Centertown, U.S.A.: The Case Study.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (46th, Cincinnati, OH, November 8-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Case Studies; *Community Education; *Educational Needs; Educational Planning; Educational Research; Higher Education; Learning Activities; Meetings; *Needs Assessment; *Research Methodology; Role Playing

This document presents a group learning activity that is designed to teach individuals how to use the case study technique to determine a community's need for a community education program. The document begins with an introduction to the case study method and a list consisting of suggested tasks to complete when analyzing case studies and questions to ask when performing each task. Presented next is a description of the learning activity, which is intended to train students to perform a community-wide assessment and review the techniques of case studies by taking part in a town hall meeting, role playing a variety of important roles within the town, and participating in the dynamics of community education development. Also included are the following: description of their community's worklife. Each session consists of some or all of these components: list of goals, introduction to the discussion, informative materials, questions for discussion, and activities. The following section provides ideas for organizing study circles; tips for study circle leaders; and guidelines for study circle participants. The resources section contains 44 books; 49 articles and reports; names, addresses, and descriptions of 13 private and 5 government organizations; and 4 work and community resources on the World Wide Web. (YLB)

ED 413 456 CE 075 057

Gais, Thomas L.; Boyd, Donald J.; Davis, Elizabeth L.
The Relationship of the Decline in Welfare Cases to the New Welfare Law. How Will We Know If It Is Working? Rockefeller Reports.
PUB DATE- 97
NOTE- 9p.; For a related report, see CE 075 058.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Demography; *Economic Factors; Economically Disadvantaged; Factor Analysis; Federal Legislation; Policy Analysis; Program Effectiveness; Program Implementation; *Public Policy; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Personal Responsibility and Work Opp Recon Act; *Welfare Reform

The number of Aid to Families with Dependent Children (AFDC) cases has fallen in the past 4 years, and there is disagreement over the cause. Credit has been given to "waiver" programs that resembled Temporary Assistance for Needy Families (TANF) and to the growing economy. This sort of confusion over program effects is partly a consequence of poor information about what, and when, policies are implemented in the states. Even if state welfare reforms clearly have an effect on caseloads, it is impossible to assign responsibility to any particular provision. The basic conclusions and disagreements of the few systematic studies of the factors affecting AFDC caseloads concern the impact of three types: economic, demographic, and policy. A central problem in deciding whether state waivers account for changes in caseloads is determining what policies were actually implemented. Despite the enormous amount of new information that states must collect and report under TANF, little provides clues about program implementation. The Rockefeller Institute is addressing this issue by examining the implementation of welfare and other social policies through their management systems. State research teams will classify state welfare systems according to goal clusters and determine what the states are actually putting into effect. The initial list of goal clusters includes supporting work and work-related activities; antidependency or welfare avoidance; ensuring correct eligibility decisions; family well-being; influencing family structures and relationships; and minimizing program costs to state governments. (YLB)

ED 413 457 CE 075 058

Nathan, Richard P.
The Newest New Federalism for Welfare: Where Are We Now and Where Are We Headed? Rockefeller Reports.
PUB DATE- 97
NOTE- 9p.; For a related report, see CE 075 057.

reducing or avoiding overtime or for creation of new part-time jobs. More scope for wage flexibility would enable a subtly differentiated adjustment of wage costs, oriented toward employment objectives. A possible starting point for this would be in profit-related remuneration components. Wage-dependent social security contributions could be limited to relieve the costs of the work factor by financing social security more from taxes. Laws regulating atypical employment relationships should help promote the creation of desired, voluntary atypical employment agreements but preclude any agreements being entered into on a nonvoluntary basis or limit the number of reasonable exceptions. (YLB)

ED 413 475 CE 075 092

Missing May. Author: Cynthia Rylant. Trade Book Teaching Ideas from the OLRC Reading Group. Teacher to Teacher Series.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 97
NOTE- 4p.; This book won the Newbery Award in 1993 and several other book awards.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Field Tests; *Literacy Education; Literature Appreciation; *Reading Instruction; Teaching Guides; Teaching Methods
IDENTIFIERS- *Missing May; Rylant (Cynthia)

This three-page guide provides teaching suggestions for learning activities for adult literacy education classes using the book "Missing May" by Cynthia Rylant. This book is about a 12-year-old girl, Summer, who has lived with her Aunt May and Uncle Ob since she was 6 years old. After May's death, Summer, Ob and a neighborhood boy begin to deal with their grief. Chapter-by-chapter suggestions are given, along with culminating activities for the entire book. The teaching techniques have been field-tested in a rural Cincinnati (Ohio) adult literacy class. Comments from the teacher who field-tested the suggestions as well as from the women students involved are included in this paper. (KC)

ED 413 476 CE 075 097

Foucar-Szocki, Diane; Erno, Susan; Dilley, Sarah; Grant, Suzanne Poore; Hildebrandt, Nancy; Leonard, Mimi Stout; Smith, Greg
We Are Now in the Driver's Seat: A Practitioner Evaluation of the Virginia Adult Education Professional Development System.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Adult Education.
PUB DATE- 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Administrators; Adult Education; *Adult Educators; Information Sources; Information Utilization; Lifelong Learning; Needs Assessment; *Professional Development; Program Effectiveness; Program Evaluation; Research and Development; State Programs; Teacher Attitudes; *Theory Practice Relationship; Use Studies
IDENTIFIERS- *Virginia

A study examined the extent to which Virginia Professional

Instruments (160)
DESCRIPTORS- *Career Development; *College Graduates; *Education Work Relationship; Employment Level; Employment Opportunities; *Employment Patterns; Foreign Countries; Futures (of Society); Graduate Surveys; Higher Education; Income; *Labor Market; Labor Needs; Longitudinal Studies; *Outcomes of Education; Questionnaires; Salary Wage Differentials; Tables (Data); Trend Analysis
IDENTIFIERS- *University of Sussex (England)

In 1997 a survey designed to measure career progress was administered to 1,064 graduates of the University of Sussex (England) who had responded to a previous career progress survey administered in 1995. Of the 585 individuals who completed the 1997 survey (response rate 58.3%), 47%, 22%, and 31% had graduated from the university in 1991, 1992, and 1993, respectively. As of May 1997, 86% of the graduates had moved into employment (versus 78% in July 1995). Only 4% of the respondents were unemployed, and only 7% were self-employed. On average, the graduates' salaries had improved. As in 1995, the highest earners were graduates from engineering and mathematical sciences. Sixty percent of the graduates changed jobs during the past 2 years. Nine out of 10 graduates considered their degree relevant to their job in some way, including 62% who said their work required graduate ability and 67% who said it was helpful in getting their job. The graduates' self-perceived level of underemployment had fallen to 49% from 60% in 1995. (Sixteen tables/figures are included. Appended are the following: summary of the study findings; survey instrument; and survey methodology, and 18 tables. The bibliography contains 10 references.) (MN)

ED 413 494   CE 075 148

Taylor, Susan
Selected Georgia Community Leadership Programs and Their Effect on Selected Leadership Practices of Program Alumni.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Alumni; Analysis of Variance; Community Education; *Community Leaders; Comparative Analysis; Group Discussion; Leadership Qualities; *Leadership Styles; *Leadership Training; Networks; *Outcomes of Education; Program Effectiveness; Rural Areas; Skill Development; Statistical Analysis; Urban Areas
IDENTIFIERS- *Georgia

This study compared the effectiveness of Georgia community leadership programs based on leadership skill development to that of programs based on issue discussion and networking. The Leadership Practices Inventory (LPI-Self) was adapted for community leaders and mailed to a stratified sample of 376 alumni of community leadership programs based on the two approaches. Of the alumni, 188 were from rural areas and 188 were from urban areas. The 189 surveys returned were analyzed. Means and standard deviations were calculated for each of the subscales of the LPI-Self. Two-way analysis of variance was used to compare the LPI-Self subscales of alumni from the skill-based and issue- and networking-based programs. No statistically significant differences emerged between the leadership practices of the graduates of the two types of programs. Some small differences were found in only four categories of the LPI-Self subscores. Both types of programs

Training; Influences; Multivariate Analysis; *On the Job Training; *Participation; Postsecondary Education; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia; Impact Studies; Univariate Analysis

The relationship between prior educational attainment and participation in formal and On-the-Job Training (OJT) in Australia was examined through an analysis of unit record data from the 1993 Survey of Training and Education that was conducted by the Australian Bureau of Statistics. Univariate analyses were performed to document employee participation by level of educational attainment in three different types of training activities: external training, in-house training, and OJT. Multivariate analyses were then conducted to separate the effect of educational attainment from other variables (for example, age and occupation) that might affect training participation. Educational attainment was found to have a significant impact on employee participation in both formal and on-the-job training. Low levels of participation in training were particularly evident for individuals who had not completed secondary school and who held no postschool educational qualifications. Females, individuals in the 30-44 age bracket, individuals born in Australia or other English-speaking countries, individuals with their current employer for fewer than 3 years, individuals working in the public sector, and full-time employees in nonmetropolitan rural locations were most likely to participate in training. (Five tables and two graphs constitute approximately 50% of this document. (Contains 16 references.) (MN)

ED 413 512 CE 075 227

Curtain, Richard
Is Australia Locked into a Low Skills/Low Quality Cycle? Working Paper No. 10.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Competence; Economic Climate; *Education Work Relationship; Educational Change; *Educational Improvement; *Educational Needs; Educational Quality; Employment Level; *Employment Qualifications; Foreign Countries; *Job Skills; Literature Reviews; Needs Assessment; *Skill Development; Trend Analysis; Unemployment
IDENTIFIERS- *Australia

Primary and secondary data sources confirm that Australia is trapped in a low-skills/low-quality cycle. Among the factors that have contributed to this cycle are the following: the relatively small average size and low technology base of Australian firms and the relatively short-term planning horizon and underperformance of many Australian enterprises (compared with the planning and performance of their counterparts in the United States and New Zealand). The theory of a low skills equilibrium, which states that all major stakeholders in skill formation contribute to maintaining the low skills equilibrium, provides a broader-based explanation for Australia's problems regarding worker skills and quality. Five key stakeholder groups influence the nature of the demand for quantity and quality of skills: enterprises; groups of enterprises; the government; employer associations; and individuals and training providers. Specific measures that each stakeholder group can take to move Australia into a high-skills cycle have been

Training; National Standards; Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Sex Fairness; Skill Analysis; Staff Development; *Vocational Education

IDENTIFIERS- *Czech Republic

This report on vocational education and training (VET) in the Czech Republic consists of a condensed description of the present situation in VET and analysis of the main challenges facing VET reform in the country. Chapter 1 offers basic data on the Czech Republic. Chapter 2 describes main features of the VET system, strategic objectives for VET, and legislative framework. Developments in these specific areas are highlighted: administrative structure and level of decentralization; finance; adaptation of training to change; identification of skill needs; quality standards and qualifications; promotion of continuing vocational training; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 provides an overview of international assistance, including the European Union's Phare program for VET and the Leonardo program. Chapter 4 identifies current challenges in three areas: skill needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 outlines possible priorities for future assistance to sustain and further the reform process. Appendixes include key indicators (access and participation, finance, labor market trends); diagram of VET system; legislative framework; responsible bodies; and international assistance sources. (YLB)

ED 413 530   CE 075 275

Vocational Education and Training Reform in Hungary.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Career Counseling; Career Guidance; Continuing Education; *Educational Change; *Educational Development; Educational Finance; Educational Legislation; Educational Policy; Equal Opportunities (Jobs); Foreign Countries; *Free Enterprise System; Job Skills; *Job Training; National Standards; Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Sex Fairness; Skill Analysis; Staff Development; *Vocational Education

IDENTIFIERS- *Hungary

This report on vocational education and training (VET) in Hungary consists of a condensed description of the present situation in VET and analysis of the main challenges facing VET reform in the country. Chapter 1 offers basic data on Hungary. Chapter 2 describes main features of the VET system, strategic objectives for VET, and legislative framework. Developments in these specific areas are highlighted: administrative structure and decentralization; finance; adaptation of training to change; identification of skill needs; quality standards and qualifications; promotion of continuing vocational training; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 provides an overview of international assistance, including the European Union's Phare program for VET and the Leonardo program. Chapter 4 identifies current challenges in three areas: skill needs analysis, institutional of additional information about chronic illness and suggestions about how educators can better prepare themselves for meeting the needs of students who have these illnesses. A list of sources for further information about these and other chronic illnesses affecting the young is also presented. (RJM)

ED 413 549 CG 027 977

Sturkie, Joan; Phillips, Maggie
The Peer Helping Training Course.
PUB DATE- 94
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Caregiver Speech; Children; Conflict Resolution; Elementary Secondary Education; *Helping Relationship; *Interpersonal Communication; *Peer Counseling; Student Needs; *Student Problems
IDENTIFIERS- *Peer Support; *Training Materials

Peers can provide types of assistance that enhance student development. This training course presents ways in which students can be trained as peer helpers. Those who use the manual are encouraged to tailor skills and activities to fit the needs and interests of their particular groups and schools. The course is divided into two parts. In part 1, students learn how to develop basic peer helping skills. Part 2 contains units that teach ways of using skills effectively in the school setting. Some of the activities have been drawn from a variety of existing peer counseling materials. Others have been developed and field-tested with students in peer counseling training classes at two California high schools. Concepts covered in part 1 include: developing social ease, active listening, self-awareness, helping skills, values clarification, and decision making. Some of the issues addressed in part 2 include: techniques for helping students with school-related problems, attendance problems, family issues, death, sexuality, codependency, illness, eating disorders, cultural diversity, violence, depression, and empowerment. The manual includes a series of worksheets and handouts, a glossary, and a list of resources. (RJM)

ED 413 550 CG 027 985

Thomas, Dorine; Thomas, Ret
Looking in, Reaching out: A Manual for Training Service Volunteers.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Caregiver Speech; Caregivers; *Conflict Resolution; *Helping Relationship; *Interpersonal Communication; *Peer Counseling; Problem Solving; Skill Development; *Volunteer Training
IDENTIFIERS- *Training Materials

This training manual presents concepts and skills that students can be taught to successfully address social, economic, and ethical issues both inside and outside of school. The manual is intended as a comprehensive guide for effective service learning and peer helper programs; the concepts and skills situations. Party DRSE was the strongest predictor of DRSE in a solitary context. Different predictive models, though, were found for the high frequency beer and marijuana users with respect to DRSE in solitary/angry situations. (RJM)

ED 413 570 CG 028 182

Murolo, Nancy Maurer; Schmelkin, Liora Pedhazur
Sexual Harassment and Manly Sports: Are They Related?
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletes; Baseball; *Correlation; Football; High School Students; High Schools; *Males; *Sexual Harassment; Soccer; *Student Attitudes; Student Behavior; Wrestling

This study investigates the relationship between sexual harassment and participation in "manly" sports (i.e., football, baseball, basketball, soccer, and wrestling) at the high school level. Manly sports are defined as those sports that celebrate values of dominance, aggression, male solidarity, and female exclusion. Participants were 353 11th- and 12th-grade boys in a suburban school district. A survey was developed to measure students' sex-role stereotyping and adversarial attitudes, sexually harassing behaviors, sports participation, and perceptions of sports affiliation of peer sexual harassers. Results revealed a positive correlation between the attitude and behavior factors. Boys who expressed sexist attitudes were also the ones who reported more frequent engagement in sexually harassing behavior toward girls. Analysis indicates that all boys believed that a sexual harasser was more than likely to be a member of a manly sports team than to be a nonathlete or a member of any of the other available high school sports teams. However, no meaningful relationship was found between either attitude or behavior and sports participation. (Contains 43 references.) (RJM)

ED 413 571 CG 028 183

Wartena, Beatrice Kay
Assessing Teen Mothers' Perceptions of Their Nurturing/Parenting Roles.
PUB DATE- 97
NOTE- 58p.; Master's Project, Weber State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adolescents; *Early Parenthood; *Enrichment Activities; *Mother Attitudes; Mothers; Parent Child Relationship; *Parent Role; Secondary Education; Services; *Unwed Mothers
IDENTIFIERS- Nurturance

This survey research assessed the perception of teen mothers relating to their nurturing/parenting role. The research was designed to identify sources that teen mothers feel they can turn to for help and to give teen mothers the opportunity to voice their opinions. Following a review of the literature on the history of nurturing, teen pregnancy, and infant development, the survey is described. Young mothers (N=45) identified 35 specific nurturing/parenting, household, and

Alphabet Books; (4) Rhyme and Reason: Alphabet Books and Language; (5) Multiculturalism and Alphabet Books; (6) Story Alphabet Books; (7) Science, Technology, and the Alphabet; (8) Social Studies and Alphabet Books; (9) Puzzles, Games, and Riddles in Alphabet Books; (10) Art and Illustration in Alphabet Books; and (11) Pop Culture and Other ABC Adventures. Chapters contain bibliographies for most sections and suggested activities with reproducible sample forms. (CR)

ED 413 592 CS 215 979

Edwards, Gerry
Celebrating Diversity through Multicultural Literature.
PUB DATE- 96
NOTE- 130p.; Illustrated by Diane Timo.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; Cultural Context; *Cultural Pluralism; Instructional Innovation; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Language Arts; *Learning Activities; Literature Appreciation; Middle Schools; *Multicultural Education; *Novels
IDENTIFIERS- *Multicultural Literature

Intended for teachers of middle school, this book offers information and activities to help students appreciate and value world events from the perspective of diverse human cultures. The goals are to provide interdisciplinary and multicultural activities that integrate language, reading, and writing skills into the five content areas of social studies, and to foster in students an awareness of world cultures and a respect for all people, regardless of their ethnic background. The book features 11 novels for young people which may either be read to or by the students. The reading selections each focuses on a topic that connects global historic events and cultural traditions while integrating social studies concepts such as diversity, environment, human rights, change adaptation, and conflict. Each of the units includes a synopsis of the featured book, a list of vocabulary words, discussion questions, integrated activities, and two student activity sheets. A graphics section at the back of the book is designed to provide teachers with commonly used charts and diagrams, most of which can be used with any of the topics. Sections include: (1) Spanish Exploration in the New World; (2) Plymouth: A Colony Connecting Two Worlds; (3) Global Connections through Slavery; (4) Between Two Worlds: The Kwakiutl of the Pacific Northwest; (5) Ellis Island: Gateway to Freedom; (6) Pearl Harbor: A Day Remembered around the World; (7) Korea: A Land Connecting Giants; (8) Israel: A Homeland Connecting World Cultures; (9) Amerasians of Vietnam; (10) The Kurds of the Middle East; and (11) Between Calcutta and California: A Family Connection. (CR)

ED 413 593 CS 215 980

Joy, Flora
Exploring Cultures and Their Stories: Stories from Uganda, Bolivia, Sri Lanka, Korea, Bulgaria, Germany, and Macedonia.
PUB DATE- 96
NOTE- 98p.; Illustrated by Pat Harroll; cover illustration by Catherine Yuh. For a companion book, see CS 215 981.
LANGUAGE- English

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 16p.; For a related document, see CS 216 085.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College English; Community Colleges; *English Instruction; *Instructional Effectiveness; *Interdisciplinary Approach; Reading Improvement; Student Attitudes; *Team Teaching; Two Year Colleges; Writing Improvement
IDENTIFIERS- Content Area Teaching; *Learning Communities; *Solano Community College CA

Solano Community College (California) developed interdisciplinary, team-taught classes called Learning Communities. Initially, all learning communities integrated College Composition (English 1) classes with introductory classes in other disciplines. As the program evolved, learning communities were created that integrated more advanced English classes (Critical Thinking, Creative Writing) and one class that did not involve English. Twenty teachers, more than 200 students, and 9 administrators participated in or were touched directly by the program, which is continuing. Qualitative results suggest that students feel more "heard" in learning community classes and experience more in-depth contact with teachers, other students, and the material being studied than is true in traditional classes. Quantitative results indicated that the reading and writing skills of learning community students showed substantial gains in contrast to those of students taking the same classes but not in a learning community format. The program has faced challenges finding a permanent home on campus against a background of assumptions that treat education as a business with a mission of cost containment, serving students as "customers." (RS)

ED 413 613 CS 216 095

Jones, Darolyn Lyn
Six Week Slavery Novel Unit.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Black Dialects; Black History; Characterization; Class Activities; Drama; Intermediate Grades; Junior High Schools; Middle Schools; *Novels; *Slavery; Songs; Teaching Guides; Thematic Approach; Units of Study
IDENTIFIERS- *Response to Literature

Developed in conjunction with a graduate course and used in classrooms with all types of learners, this paper presents a 6-week unit of study on slavery based on two adolescent novels--"NIGHTJOHN" by Gary Paulson and "My Name Is not Angelica" by Scott O'Dell. After a brief introduction to the unit, the paper presents the 14 activities of the unit: discussion of what the titles of the novels might mean; reader response journals; use of dialect in the novels; research on the historical facts in the novels; response to and debate on the issue of whether students would take in fugitive slaves; main character descriptions; description of moments of conflict in the novels; extrapolation of a scene from each novel; discussion of themes in the novels such as death, life, marriage, illness, and

and span of local decision making. Other issues included the need for planning time, the criteria and recruitment procedures for faculty hiring, the expectation to achieve at the 90th percentile, the communication of restructuring goals to the community, and accommodations for students from outside of the school community. Seven tables are included. Appendices contain the Atlanta school board recommendation to reconstitute Walden Middle School, information on the CCC pilot project, responses to the 1997 parent and student satisfaction surveys, and teacher and student opinions about the CCC project. (LMI)

ED 413 634 EA 028 672

Mugits, Michael James
Educational Alchemy: The Transformation of Schools.
PUB DATE- 97
NOTE- 81p.; Paper presented at the National Conference on Creating the Quality School (Oklahoma City, OK, March 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Objectives; Elementary Secondary Education; Empowerment; *Institutional Mission; School Culture; *School Restructuring
IDENTIFIERS- *Learning Environments

Alchemy is the magical or mysterious power or process involving chemistry, magic, and philosophy in transforming one thing into another. The term is often used to describe the medieval study that sought to transform cheaper metals into gold or silver. "Educational alchemy" is the process by which schools are converted into more effective learning environments. This paper presents a school-transformation formula that synthesizes theoretical contributions from professional literature and practical applications from personal experience as they relate to the following aspects of learning environments: vision, mission, data collection, goals, culture, change, and empowerment. The transformation formula is based on 20 years of school leadership at the elementary, middle, and high school levels in a variety of socioeconomic and racial settings. (Contains 63 endnotes.) (LMI)

ED 413 635 EA 028 677

This Could Save Your Child's Life. A School Bus Handrail Handbook.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Bus Drivers; *Bus Transportation; Elementary Secondary Education; *Safety Equipment; *School Buses; School Safety; *Student Transportation

School-bus handrails have had the same basic design for more than 30 years. However, students' recent propensity to wear oversized and baggy clothing increases the likelihood that clothing or accessories may become snagged on bus handrails. Children across the United States have been injured or killed when their clothing or accessories caught in their school bus's the project's completion, depth, and breadth. Knowledge and experience of differences and likenesses among team members' disciplines, learning styles, preferences, and perceptions increase the potential for achieving balance between both the team and the product. These elements form the yin and yang of designing and producing an integrated curriculum. One table and three figures are included. (contains 30 references.) (LMI)

ED 413 653 EA 028 746

Creemers, Bert P. M.
Visions That Work: A Further Elaboration of the Comprehensive Model of Educational Effectiveness.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Improvement; Educational Quality; *Effective Schools Research; Elementary Secondary Education; Evaluation Criteria; *Instructional Effectiveness; Measurement Techniques; Models; Organizational Effectiveness; *School Effectiveness

To better conceptualize educational effectiveness, a comprehensive model (Creemers 1994) that takes as a point of departure the differences in the learning results of students was developed. To explain the differences in outcomes, this paper introduces more formal characteristics--consistency, cohesion, constancy, and control--for effectiveness in the comprehensive model. Following the introductory section and a discussion of the advances and problems in educational effectiveness research in section 2, section 3 explains the development of a comprehensive model and concludes that formal characteristics exist to some extent. Section 4 examines teachers' visions about education at the classroom level, school level, and within the wider educational context. The concept of vision combines ideas, opinions, beliefs about instruction, schools, and education in general. Visions are strongly related to concrete behavior in the classrooms and schools. Vision, in a comprehensive model for educational effectiveness, is related to factors for educational effectiveness and the formal criteria. One figure and four tables are included. (Contains 42 references.) (LMI)

ED 413 654 EA 028 748

Michaelis, Karen L.
Negotiating the Borders of Adolescence: Eroding the Culture of Disrespect for the Rights of Students.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (11th, Orlando, FL, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; Constitutional Law; *Court Litigation; Due Process; Elementary Secondary Education; *Labeling (Of Persons); School Law; *Search and Seizure;

day has become an essential skill. This book has been prepared for school administrators at the elementary and middle school levels who need appropriate management techniques for scheduling students into classes. Chapter 1 describes how the instructionally related issues of students' needs, effective teaching practices, staff development, and special populations relate to scheduling. Chapter 2 details the impact of change on schools and outlines steps for successfully bringing about reform. Chapter 3 discusses the many scheduling-related issues with which a principal must be concerned and presents the advantages and disadvantages of various scheduling programs. The process involved in creating a master schedule is described in chapter 4. The final chapter strives to meet the scheduling-related needs of the elementary principal. Sixteen figures and an index are included. Appendices contain a list of computer programs with scheduling features and answers to frequently asked questions about scheduling. (Contains 124 references.) (LMI)

ED 413 673   EA 028 780

Lessinger, Leon; Salowe, Allen
Game Time: The Educator's Playbook for the New Global Economy.
PUB DATE- 97
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Capitalism; *Competition; *Economic Development; Economic Progress; Elementary Secondary Education; Football; *Free Enterprise System; *Human Capital; Labor Force Development; Leadership; *Organizational Effectiveness; Performance; Productivity
IDENTIFIERS- *Global Economy

This book serves as a "playbook" to help business leaders and educators understand, build, and adapt to the changes converging upon them from an emerging information-rich global economy. The book uses football as a metaphor to understand the obstacles to becoming successful in today's changing economy. This football metaphoric theme is used in the following chapters: (1) "A Winning Perspective," in which professional football is compared to learning commonwealths and leadership qualities; (2) "Game Time in Business: Understanding America's Transition Era," regarding the global economic perspective, knowledgeable "players" and the importance of flexibility and immediacy; (3) "Game Time in Education: Developing and Maintaining Human Capital," needing a new basic statistic for measuring the quality of American schooling; (4) "Strategies for Honing America's Competitive Edge," strengthening the "defense" in homes, schools and workplaces; (5) "The Sports Metaphor in Action," explaining that what works in schools works in professional football; (6) "Sports Perspective and Leadership," involving professional leaders, coaches, teachers and other staff members to assist in the learning process; (7) "What It Means to Compete in the Global Economy," using the formula for leveling the global playing field and getting students prepared to perform; (8) "Solutions--Work Force Development and Winning," molding today's players for tomorrow's game; and (9) "Guidelines for Building the Playbook for Education," containing ideas on strategies and recommendations on how to improve the education system. Three tables are included. Appendices contain findings of the Labor Secretary's Commission on Achieving Necessary Skills (SCANS) report, a seven-step process for developing American "kaizen"

ED 413 692 EC 305 961

Lewis, Tim
Responsible Decision Making about Effective Behavioral Support.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Behavior Modification; Behavior Standards; Check Lists; Curriculum Design; *Decision Making; *Discipline Policy; Educational Strategies; Elementary Secondary Education; Emotional Disturbances; *Policy Formation; School Policy

This paper describes a method for evaluating current discipline practices and provides a strategy for making decisions about adopting or adapting behavior change strategies commonly reported in the professional literature. The guide begins by explaining relevant terms and key features of effective behavioral support. The remainder of the text addresses six questions developed to guide decision making about adopting instructional strategies and curricula that can be used in making decisions about discipline procedure: (1) "Are the approach and its outcomes clearly defined?" (2) "What evidence exists that the approach is effective?" (3) "Is an accountability process built into the approach?" (4) "Is the approach sustainable?" (5) "Is the approach equitable?" and (6) "Are the costs of the approach and its implementation reasonable?" The different issues that should be considered under each of the six questions are discussed and summarized. An overview of some of the more prevalent approaches for reducing problem behavior and increasing appropriate behavior at the individual student and school-wide levels is provided along with the empirical support available for the particular approaches. A classroom checklist for promoting a positive and effective learning environment is included. (Contains 39 references.) (CR)

ED 413 693 EC 305 962

Tsai, Den-Mo
An Enrichment Model: A Study of Developing a Pilot Program for Gifted Students.
PUB DATE- 97
NOTE- 22p.; Paper presented at the World Conference of the World Council for Gifted and Talented Children (12th, Seattle, WA, July 29-August 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Creativity; *Curriculum Design; Curriculum Enrichment; Educational Strategies; Elementary Education; *Enrichment Activities; Foreign Countries; *Gifted; Models; Pilot Projects; Problem Solving; Program Development; Talent Development; Thinking Skills
IDENTIFIERS- *Curriculum Compacting; Enrichment Triad Model; Taiwan

This paper first reviews the development of gifted education in

Barker, Trevor; Jones, Sara; Britton, Carol; Messer, David
The Creation of Task-Based Differentiated Learning Materials for Students with Learning Difficulties and/or Disabilities.
PUB DATE- 97
NOTE- 9p.; Paper presented at CAL97 (University of Exeter, England, March 1997). For related document, see EC 305 986.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Computer Uses in Education; Curriculum Design; Dining Facilities; *Disabilities; Foreign Countries; *Individualized Instruction; *Learning Disabilities; *Multimedia Materials; On the Job Training; Program Development; Secondary Education; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Differentiation; Great Britain

This paper describes Horizon, a European-funded project designed to increase employment opportunities for students with disabilities or learning difficulties. The project established a working cafe/restaurant (Cafe Horizon) in East London staffed by students. Part of the project involved the creation of multimedia units linked directly to Level 1 National Vocational Qualifications (NVQ) in Catering and Business Studies to support the training of the cafe workers. Cafe workers attend a college one day each week where they use multimedia materials to work toward their NVQ in Catering. One challenge of the project was to produce learning materials that could be configured for the individual learning problems of different cafe workers. To this end, a measure of differentiation was achieved in some learning units based on language level of the learner and subject level of the delivery. Learners worked individually or in small groups with specialist support workers who assisted users and participated in evaluation of the software. This paper describes how tasks are used within some of the multimedia applications to provide differential challenges for Cafe Horizon workers. The report also addresses the underlying pedagogy and use of task-based materials and the design of multimedia materials. (Contains 14 references.) (CR)

ED 413 712 EC 305 986

Barker, Trevor; Jones, Sara; Britton, Carol; Messer, David
Evaluation of Horizon Multimedia Learning Materials for Students with Learning Difficulties and Disabilities.
PUB DATE- 97
NOTE- 11p.; Paper presented at ALTC-97 (University of Wolverhampton, September 1997). For related document, see EC 305 985.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Curriculum Evaluation; Dining Facilities; *Disabilities; *Evaluation Methods; Foreign Countries; Individualized Instruction; Interviews; *Learning Disabilities; *Multimedia Materials; On the Job Training; Program Evaluation; Questionnaires; Secondary Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Differentiation; Great Britain

This paper describes the different methods used to evaluate individually configurable multimedia materials developed for

(6) "How Systemic Are Our Systemic Reforms?" (Dianne L. Ferguson); (7) "What We Know about School Inclusion" (Gordon L. Porter); (8) "The Changing Roles of School Personnel in a Restructured and Inclusive School" (Kolbrun Gunnarsdottir); (9) "The Quality of Integration Depends on the Quality of Education for Everybody" (August Dens); (10) "Supporting the Classroom Teacher in New Brunswick" (Darlene Perner); (11) "Influences of National Policies on Classroom Teaching and Curriculum Access in England" (Klaus Wedell); (12) "A National Strategy for Enhancing Access to the Curriculum in France" (Patrice Couteret); (13) "Pedagogical, Curricular and Classroom Organisation in Italy" (Lucia de Anna); (14) "Integration in the Ordinary School in Switzerland" (Gerard Bless); (15) "Inclusion-Promoting Factors in the Norwegian Schools" (Ida Drage); (16) "Parental, Advisory and Administrative Support in OECD Countries" (Don Labon); (17) "The Influence of Related Services on Educational Integration in the United States" (Martha Coutinho and Alan C. Repp); (18) "Parental, Statutory and Voluntary Support Services in Belgium" (Jean-Jacques Detraux); (19) "School Organisational Structures Supporting Inclusion in Spain" (Gerardo Echeita); (20) "The Role of Special Education Arrangements in the Shift Towards Less Segregation in the Netherlands" (Aryan van der Leij); (21) "Remedial Tuition in the Ordinary Class for Pupils with Learning Difficulties in Switzerland" (Gerard Bless); (22) "The National Curriculum, Educational Standards and the Local Management of English Schools" (Klaus Wedell); (23) "Models of Funding to Support Inclusion in England and Wales" (Seamus Hegarty); (24) "Fiscal Issues Related to the Inclusion of Students with Disabilities in Schools in the United States" (Thomas B. Parrish); and (25) "Standards and Assessment in the United States Including Students with Disabilities in Public Accountability Systems" (Martha L. Thurlow). (DB)

ED 413 731   EC 306 006

McKnab, Paul, Ed.
Special Education Personnel Attrition in Kansas.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 54p.; Questionnaire contains small print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Faculty Mobility; Questionnaires; Special Education; *Special Education Teachers; Surveys; *Teacher Burnout; *Teacher Morale; *Teacher Persistence; *Teaching Conditions
IDENTIFIERS- *Kansas

This report addresses the problem of special education personnel attrition in Kansas, focusing on those personnel employed in Kansas during the 1991-92 year who did not return for the 1992-93 year. Part 1 provides 12 tables which show: attrition rates from 1977 through 1992; special education personnel attrition by category (focus year); total special education attrition by category (1976-1992); special education attrition by level of instruction (focus year); special education attrition by school district size (focus year); attrition for urban versus rural areas (focus year); attrition by type of administrative plan (focus year); attrition by geographic region of the state (focus year); attrition by type of service delivery model (focus year); attrition of teaching personnel specifically (focus year); attrition of support personnel specifically (focus year); and attrition for personnel from interrelated

(150)
DESCRIPTORS- *Computational Linguistics; Computer Software; *Dictionaries; Foreign Countries; Language Research; *Language Standardization; *Languages for Special Purposes; Lexicography; Linguistic Theory; *Rail Transportation; *Slovenian; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- Europe; *Slovenia

Rail-lex Slovenia is a project to develop a dictionary of railway terminology in the Slovenian language, part of a larger undertaking of the International Union of Railways to develop a modern, multilingual communication infrastructure. Participating organizations represent 22 European languages. Two partners in the Rail-lex Slovenia venture are the Slovenian Railways and the Institute for Slovenian Language. The dictionary is scheduled to be completed by the end of 1998. Main topics of the dictionary are listed in this paper in German. Keywords from the main Rail-lex project are being translated into Slovenian to promote standardization, and additional keywords reflecting the social and other specific circumstances of Slovenia are being added to form a 15,000-headword dictionary. (MSE)

ED 413 750 FL 024 771

Kruyt, J. G.; van Sterkenburg, P. G. J.
A New Dutch Spelling Guide.
PUB DATE- 95
NOTE- 10p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computational Linguistics; Computer Software; *Discourse Analysis; *Dutch; Foreign Countries; *Language Research; Lexicology; Linguistic Theory; *Spelling; Uncommonly Taught Languages
IDENTIFIERS- *Language Corpora; Netherlands

This paper describes the development of two new corpus-based Dutch spelling guides using language data gathered by the Institute for Dutch Lexicology, a research institute subsidized by the Dutch and Belgian governments. The guides were produced in 1990 and 1995. The guides are based on two earlier ones, published in 1866 and 1954, but attempt to resolve problems of orthography. The 1990 edition contains the word list of the 1954 guide and about 30,000 new entries in a preferred spelling only, with preferred and "allowed" orthography provided in a separate list. The 1995 guide is an official revision of the 1954 guide, using new, only slightly modified principles for spelling revision. Both of the new guides draw on empirical language data unavailable for the earlier guides. The corpus of 50 million words used for the 1990 edition was limited by the technology available for compiling it; substantial additional text was available for the later version. Analysis of the language data for the guides was hampered by lack of encoding standards and limits in the retrievability of data. Some of the corpora used are now available on the Internet. Contains 10 references. (MSE)

ED 413 751 FL 024 772

can develop multimedia projects even when few computers are available, particularly when working in small groups. Students who have advanced computer skills can help orient and train other students. Evaluation criteria for projects should be explicit, should be provided before the project begins, and cooperation should be graded. Student projects can be published online. Contains 4 references. (MSE)

ED 413 771 FL 024 881

Brehaut, Pat; Gibson, Judy
Yes, You Can Help! A Guide for French Immersion Parents.
PUB DATE- 96
NOTE- 144p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational History; Educational Objectives; Educational Resources; Elementary Secondary Education; Extracurricular Activities; Foreign Countries; *French; *Immersion Programs; Information Sources; *Parent Participation; *Parent Role; Second Language Learning; Second Language Programs; Student Characteristics; Vocabulary
IDENTIFIERS- Alberta; Canada; *French Language Schools

The guide is designed to encourage parents of children in elementary school French immersion programs to take an active role in the programs, and to provide practical information to support such participation. Sections address these topics: terminology concerning program types and other aspects of immersion instruction; the rationale for learning a second language; the evolution of immersion education and program types in Canada; issues of concern to parents if they do not speak French or are unfamiliar with immersion education; making the most of communication with teachers and school; reading and writing instruction and home practice; options in secondary school and beyond; the importance of French outside school; solving student problems and concerns; students with special needs; student and graduate views on French immersion; a brief history of French immersion in Alberta; extracurricular French opportunities and resources; and sources for additional information (speakers, workshops, conferences, further reading for both parents and students). (MSE)

ED 413 772 FL 024 882

Kuwahara, Yuri
Interactions of Identity: Indochinese Refugee Youths, Language Use, and Schooling.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Articulation (Education); Asian Americans; Elementary School Students; Grade 6; *Indochinese; Intermediate Grades; *Language Patterns; *Language Role; Language Usage; Language Variation; *Refugees; *Student Educational Objectives; Student Subcultures; Success;

*Reading Instruction; *Writing Instruction
IDENTIFIERS- *Vernacular Literacy

"Notes on Literacy" serves field literacy programs by sharing information of a practical and theoretical nature with literacy field workers. Articles address a wide range of concerns in literacy and literacy education, particularly in developing nations or uncommonly taught languages. Typical topics include: orthography; language planning; language and politics; morphology; phonology; vernacular literature; writing style; learning processes; text organization; adult literacy education; linguistic theory; teaching methods and classroom economic and social development; learning motivation; literacy and biliteracy; music and literacy instruction; schema theory; the whole language approach; indigenous editing; writing skills; language and literacy testing; dialectal orthography; teaching ethnic minorities; adult native language literacy; reading instruction; and literacy teacher training. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 793 FL 801 197

Martin, Sabrina Budasi; Garcia, Paula
Introductions for Administering the General Work-Based Assessment.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *English (Second Language); *Field Tests; Interviews; Job Skills; Language Proficiency; Language Tests; *Listening Comprehension; Oral Language; Questioning Techniques; Reading Comprehension; *Reading Tests; Testing; *Workplace Literacy; Writing Skills; *Writing Tests; Written Language

The set of materials are designed for the assessment of literacy, English-as-a-Second-Language (ESL), listening and reading comprehension, and/or job-related skills of factory workers, and are based on work-related tasks. The materials consist of instructions for administering the test, a picture prompt booklet for the test administrator to use with the oral interview portion of the assessment, the worker test booklet, and a questionnaire for test users. The assessment itself consists of an 8-item listening comprehension test and a reading and writing test including identification, reading comprehension, and completion items. The test administration booklet contains: information on the test's design, timing, and scoring; the listening script; an oral interview form; and an overall test score sheet. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 794 FL 801 199

Florez, MaryAnn Cunnigham
The Adult ESL Teaching Profession. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English

the fraction of state funds allocated remains at the current level, California can maintain access only by achieving productivity increases that are very large relative to historical rates of improvement; and (3) the above conclusions are largely insensitive to any plausible decisions about changes in student fees or trends in future demand for higher education. Four appendices provide additional detail and documentation on modeling enrollment and degrees, admission criteria, revenues, and productivity. (Contains 20 references.) (DB)

ED 413 812 HE 030 715

Gnagey, William J.; Sarles, Richard B.; Sarver, Tracy R.
Correlates of Self Concept in Collaborative Learning.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Instruction; College Students; *Cooperative Learning; Course Evaluation; Grouping (Instructional Purposes); Higher Education; Instructional Effectiveness; Peer Evaluation; Peer Relationship; *Self Concept; Self Evaluation (Individuals); Tables (Data); Teaching Models; *Teamwork

This study is the final report of an investigation into the effectiveness of Student Teams Achievement Divisions (STAD), a system of cooperative learning at the postsecondary level. The study specifically examined the relationships between a student's evaluation of his/her own effectiveness as a STAD team member, and other variables in a collaborative educational psychology course. Students (n=154) were assigned to eight heterogeneous teams which met together weekly to work on projects. At the end of the semester students rated both the course and themselves and their team members. The study found: (1) a substantial positive correlation between the student's self-rating and the rating given him/her by other team members; (2) a substantial positive correlation between the student's self-rating and the mean rating given to other team members; (3) a modest, positive correlation between the student's self-rating and the student's evaluation of the course; (4) a modest positive correlation between the student's self-rating and the student's evaluation of the teacher's motivational decisions; and (5) positive correlations between the student's self-rating and most of the student's formal grades. Appended are data tables, course rating scales, and team member performance appraisal forms. (Contains 18 references.) (DB)

ED 413 813 HE 030 716

Saxton, Jim; Knight, Shahira
College Affordability: Tuition Tax Credits vs. Saving Incentives. A Joint Economic Committee Study.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Competition; *Educational Finance; Family Financial Resources; Federal Aid; Financial Support; Higher Education; Low Income Groups; Parent Financial

This training guide for financial aid staff explains the process of direct loan reconciliation and suggests appropriate cash management accounting practices. Chapter 1 explains the importance of cash management, the role of data matching, and reviews basic reconciliation concepts and terms and direct loan reporting requirements. Chapter 2 reviews the loan process, including loan origination, promissory notes, and disbursements. Chapter 3 explains the Department of Education expectations regarding proper administration and management of direct loan funds, and provides examples of good financial management practices. Chapter 4 explains the data matching process for loan detail, cash detail, and cash summary records and also provides guidance on managing the process. Chapter 5 provides examples of typical problems encountered during the reconciliation process and suggests how they may be resolved. Chapter 6 provides tips on reading and manipulating data in the on-line EDExpress system to determine a school's data matching and cash resolution needs. There are eight appendixes. They include: ten Direct Loan Bulletin issues; status flags and reject codes; examples of various types of reports; several types of data entries; examples of acknowledgments; a reconciliation checklist; a batch ID list; and a transmission log. (JLS)

ED 413 831 HE 030 734

Albee, Robin; Rikoon, J. Stanford; Gilles, Jere; Albee, Robin
New Farmer Network Groups and the University. A Case Study of Missouri's Green Hills Farm Project. Executive Summary.
SPONS. AGENCY- Missouri Univ., Columbia. Agricultural Experiment Station.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Colleges; *Area Studies; Community Development; Community Involvement; Educational Change; *Farm Management; Group Dynamics; Higher Education; Organizational Communication; *Rural Areas; Rural Farm Residents; *School Community Relationship; School Role; Social Change

This report describes research undertaken to understand the operation of Green Hills Farm Project (GHFP), an example of a new model of locally organized, place-based farmer network organizations. The report, based primarily on open-ended interviews conducted with the group's 11 core members, documents the role of the University of Missouri in the group's activities and explores how the university can support the growth of similar networks. The first section provides a general overview of the GHFP, describing the project, its activities, and its financing. The next discusses the central processes and core dynamics of the group its goals, diversity of ideas, innovation, multiple networking, sharing, the link to the university research center, positive outlook regarding farming, consensus building, common respect and trust, and philosophy of agriculture, life, and family. The last section suggests ways in which the University of Missouri can facilitate these types of farm groups. Recommendations include: (1) identification of potential clusters of farmers and enhancement of newly formed networks; (2) involvement of university research facilities and researchers; (3) enhancing farmer network use of external networks; (4) providing seed monies for groups; (5) publicizing success stories; and (6) identification number; school name and address; school type, control, regional office, and congressional district; fiscal year for which default rate was calculated; number of borrowers in default; number of borrowers in repayment status; default rate; rate type; program default rate; effective date; action data; and totals. (JLS)

ED 413 850 HE 030 762

Federal Family Education Loan Program FY 1993, FY 1994, and FY 1995 Cohort Default Rates for Schools.
PUB DATE- 97
NOTE- 1629p.
LANGUAGE- English
EDRS Price- MF13/PC66 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); Educational Finance; *Eligibility; Federal Programs; Higher Education; Legal Responsibility; *Loan Default; *Student Financial Aid; *Student Loan Programs; Tables (Data)
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This report provides Federal Family Education Loan (FFEL) official cohort default rates for fiscal years 1993, 1994, and 1995 for all schools, regardless of their program participation status. The default rates for each school are categorized by state and in descending order of default rate, and the data is also included for type of loan program (FFEL Program, Direct Loan Program, or both); Office of Postsecondary Education identification number; school name and address; school type, control, regional office, and congressional district; fiscal year for which default rate was calculated; number of borrowers in default; number of borrowers in repayment status; default rate; rate type; program default rate; effective date; action data; and totals. (JLS)

ED 413 851 HE 030 763

FY 1995 Cohort Default Rates for Originating Lenders/Holders.
PUB DATE- 97
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); Educational Finance; *Eligibility; Federal Aid; Federal Programs; Higher Education; Legal Responsibility; *Loan Default; Loan Repayment; Postsecondary Education; Program Evaluation; Student Financial Aid; Student Loan Programs
IDENTIFIERS- National Student Loan Data System; Stafford Student Loan Program; Supplemental Loans for Students Program

This report provides data on fiscal year 1995 cohort default rates for lending institutions and loan holders with 30 or more borrowers in repayment, calculated from data reported to the National Student Loan Data System by guaranty agencies. Types of loans covered include subsidized Federal Stafford, unsubsidized Federal Stafford, Federal Supplemental Loans for Students (SLS), and Federal consolidation loans used to repay Stafford or SLS loans. Default rates are calculated for originating lenders and for current holders, by state, and in descending order of default rate. Also included is Office of Postsecondary Education identification number; lender name and address; default rate, percent of borrowers in default, and number of borrowers in repayment. (JLS) and writing processes. It includes an in-depth look at search techniques, strategies for organizing information, online services, news services, writing help, and writing for an online environment, and covers such related issues as evaluating online sources, citing online references, and copyright issues. The book is divided into 8 chapters: (1) "Coming to Terms with Cyberspace"; (2) "First You Have To Connect"; (3) "Tip-Toeing onto the Web"; (4) "Search Strategies and Techniques"; (5) "Libraries, Databases, Media, and Government"; (6) "Beyond the Web: More E-Mail; Listervs, Newsgroups, and FAQs"; (7) "Managing the World of Online Information"; and (8) "Writing for the Web." Appendices include: a description of how to use Lynx, a text-based Web browser; a list of hundreds of resources on the Web--arranged under the categories of professional and Internet resources and general interest resources, both further divided into subcategories; guide to citing online resources; copyright and censorship issues; and the Associated Press policy for using electronic services. (SWC)

ED 413 869 IR 018 618

Edgar, Christopher, Ed.; Wood, Susan Nelson, Ed.
The Nearness of You: Students & Teachers Writing On-Line.
PUB DATE- 96
NOTE- 300p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; Curriculum Enrichment; *Educational Innovation; Educational Technology; Electronic Publishing; Elementary Secondary Education; Ethics; Higher Education; Information Dissemination; Information Networks; Internet; *Online Systems; Students; Teachers; *Writing (Composition); *Writing Instruction

This book is a guide to using new computer technologies in innovative ways to teach writing, particularly imaginative writing. The book shows how on-line technology can be a positive tool in the classroom, if the focus is on the users of the technology and the technology is integrated into the curriculum. The book is divided into five sections and includes the following papers: "Introduction" (Dixie Goswami and Rocky Gooch); (Section 1) From the Computer Lab to the Internet--"Less is More" (Bill Bernhardt); "Writing Roulette" (Karen Ferrell); "Global Connections on the World Wide Web" (Phyllis Geren); "MUDs in Education" (Greg Siering); "Mapping the Minefield of Electronic Ethics" (Tharon W. Howard); (Section 2) Students and Teachers--"Writing Conferences and My Chapter 1 Students" (Beverly Paeth); "Maverick" (Nancy Stout Bell); "Going On-line" (Bette Ford); "Just Cruising" (Linda Friddle Hardin); (Section 3) Writers On-line--"The Kentucky Authors Project" (Robin Lambert); "Dear Jenny" (Beverly Paeth); "Being 'Dear Jenny'" (Jenny Davis); "An Odd Pleasure" (Trevor Owen); "Other Voices Other Rooms" (Claire Bateman); (Section 4) On-Line Writing Projects--"Great Expectations" (R. W. Burniske); "Calling All Characters!" (Janice M. Stuhlmann); "Designs of the Mind and Heart" (Scott Christian); "Making Connections" (Kurt Caswell and Douglas E. Wood); "The Raptor Project" (Vicki Hunt); (Section 5) Telecommunications & Reform--"Changing a State" (Carol Stumbo); "Hurricane KERA" (Emmy Krempasky);

good; (6) work as context; and (7) self-determined learning. An appendix contains addresses and telephone numbers of contact people for projects, programs, and curricula highlighted in the manual. (YLB)

ED 413 418 CE 074 822

Environmental Management Technologies. Curriculum Pathways, Pathway Narratives, Competency Documentation Sheets, and Program Application.
PUB DATE- 97
NOTE- 97p.; Product of the Heart of Ohio Tech Prep Consortium.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Cartography; Communication Skills; Competency Based Education; Computer Literacy; Conservation (Environment); Curriculum Development; Ecology; Employment Potential; Environmental Education; Environmental Standards; *Environmental Technicians; High Schools; Integrated Curriculum; *Job Skills; Mathematics Skills; Natural Resources; Science Process Skills; *Tech Prep; *Technology Education; Two Year Colleges

This report presents information on the systemic changes that have occurred and will occur in environmental management technologies curriculum in participating secondary and postsecondary institutions as a result of the installation of tech prep pathways in the Heart of Ohio Tech Prep Consortium. Part I contains the curriculum pathways and pathway narratives for three high schools (Reynoldsburg, Whitehall-Yearling, and New Albany) and for Columbus State Community College. The high school pathways detail the following: courses to be taken in grades 9-12, prerequisites for grade 11 and the college portion of tech prep, suggested electives, explanation of tech prep blocks, and high school and college exit occupations. The college pathway lists required courses for six quarters. Part II lists secondary competencies. They include academic competencies in these areas: communications literacy, mathematics, science literacy, computer literacy, and employability skills. Secondary/technical competencies are listed under these areas: environmental management/resource conservation; biological surveying and monitoring; ecological principles; environmental politics, laws, and economics; and cartography. Each area is divided into subareas under which the skills are listed. (YLB)

ED 413 419 CE 074 904

Wang, Nina; Taraban, Roman
Do Learning Strategies Affect Adults' Transfer of Learning?
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Learning; Adult Students; Educational Research; Elementary Secondary Education; Graduate Study; Higher Education; *Learning Strategies; Teacher Education; Teaching Methods; *Transfer of Training

A study of 113 graduate students in a college of education explored how readily they would apply their knowledge about transfer of learning to a personally relevant teaching task.

the fictitious Centertown, U.S.A., that is the subject of the case study; map of the city; list of the nine steps constituting the assessment assignment; list of possible roles for the role play activity; lists of the fictitious city's strengths, limitations, and needs; and lists of steps in the processes of establishing community education and evaluating progress in the program development process. (MN)

ED 413 438   CE 075 030

Murk, Peter J.; Walls, Jeffrey L.
The Planning Wheel: Value Added Performance.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (46th, Cincinnati, OH, November 8-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Programs; Community Development; Economic Development; *Educational Planning; Models; Program Development; *Systems Approach
IDENTIFIERS- Macrosystems; Microsystems; *Planning Wheel

The "Planning Wheel" is an evolution of the original Systems Approach Model (SAM) that was introduced in 1986 by Murk and Galbraith. Unlike most current planning models, which are linear in design and concept, the Planning Wheel bridges the gap between linear and nonlinear processes. The "Program Planning Wheel" is designed to give community and economic developers and program planners a hands-on tool to start and stop at any point along a continuum. The Wheel, which combines the macrosystem and microsystem approaches to planning, highlights the following elements as the predominant components of the program planning process: evaluation and follow-up, educational process determinants, needs assessments, instructional planning, administrative and budget development, and program development and implementation. In addition, internal and external influences constantly revolve around the outer part of the Wheel, and each of the Wheel's main components has subdivisions providing key interrelated, independent models. The Planning Wheel's system approach may be used by administrators, instructors, trainers, and others to perform various planning-related tasks, including determining how to accomplish multiple tasks, determining how to keep ahead of the competition, and making the transition from program idea to program reality. (Contains 23 references) (MN)

ED 413 439   CE 075 033

Guide Book for Curriculum Development and Adaptation. Draft.
PUB DATE- 94
NOTE- 34p.; Developed at the Technical Working Group Meeting on Technical and Vocational Education-Curriculum Development and Adaptation (Bhopal, India, November 29-December 6, 1994). Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; *Curriculum Design; *Curriculum

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Block Grants; Economically Disadvantaged; Federal Aid; Federal Government; Federal Legislation; Federal Programs; *Federal State Relationship; Government Role; *Information Systems; *New Federalism; Policy Analysis; Public Policy; State Government; State Programs; States Powers; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Personal Responsibility and Work Opp Recon Act; *Welfare Reform

The 1996 welfare reform law--the Personal Responsibility and Work Opportunity Reconciliation Act--has contradictory aspects. It gives states greatly increased fiscal flexibility and at the same time sets extensive and elaborate new behavioral requirements. The dynamics of welfare since the passage of the Social Security Act in 1935 have been for the national government to set a framework for action by the states that on the whole has been liberal. Now, the framework of national law and the pressures it applies are conservative. The pressure is on the liberal states to terminate welfare benefits and put teeth into work and related family and school behavioral requirements. One of the surprises so far in the operation of the new law is the degree to which it has promoted "second-order devolution" from states to localities. Another surprise is a corresponding and longer standing devolution movement whereby state and local governments have assigned increased levels of responsibility to nonprofit organization groups. It is not so much "privatization" that has occurred in social policy, as "nonprofitization," although increased contracting with private providers has also been emphasized. The most crucial start-up challenge is the creation of information systems to manage state and local welfare and social programs and track recipients during and after they receive cash benefits and social services. A shared federal-state approach to create these systems is recommended. (YLB)

ED 413 458 CE 075 059

Wilson, Valerie
Costs and Benefits of Adult Basic Education. Interchange No. 10.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Basic Skills; *Cost Effectiveness; *Educational Benefits; *Educational Finance; *Expenditure Per Student; Foreign Countries; Operating Expenses; Program Costs
IDENTIFIERS- *Scotland

A study identified costs and benefits of different approaches to adult basic education (ABE) in Scotland and elements that contributed to effective delivery. Study procedures included reanalysis of results of a previous survey, interviews with directors in regional education authorities, a telephone survey of ABE providers, and detailed study of six providers. Providers were local education authorities, further education colleges, schools, employment training schemes, and voluntary agencies. Financial information did not exist to provide a full costing of ABE. Case study data were used to calculate these unit costs: cost per course, student, hour of tuition, and

Development System (VPDS) components met practitioner needs and the degree to which they constituted an inquiry-based professional development system. Interviews with over 50 Virginia Institute for Lifelong Learning (VAILL) participants focused on their use of the Centers for Professional Development, Literacy Resource Center, PROGRESS Newsletter, Adult Educator's Research Network, Learning Plans, and VAILLs. These practitioners pursued their learning inside and outside of VPDS and looked to local and regional personnel and resources as their first source for information and learning and to VAILLs for practical applications, information, and the opportunity to learn from colleagues. PROGRESS was widely received, read, and valued. Most found the Resource Center and the professional development centers responsive to their needs. The Research Network was the least-known component. Knowledge of VPDS components reflected the practitioners' role in adult education, location in the state, and years of service. Many practitioners saw learning plans as a time-consuming, independent, self-directed enterprise and focused on the required paperwork. Practitioners wanted to learn with others, know the impact of their learning on practice, and have paid time to engage in learning. Recommendations were related to access and support, community, and voice. (Appendixes contain the interview protocol and 37 references.) (YLB)

ED 413 477 CE 075 098

Colette, Marian; Woliver, Beverly; Bingman, Mary Beth; Merrifield, Juliet
Getting There: A Curriculum for People Moving into Employment. Revised Edition.
SPONS. AGENCY- Kentucky State Dept. of Adult and Technical Education, Frankfort. Cabinet for Workforce Development.; Department of Housing and Urban Development, Washington, DC.
PUB DATE- 96
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Career Choice; Career Exploration; *Career Planning; Curriculum Guides; Daily Living Skills; Economically Disadvantaged; *Education Work Relationship; Employment Interviews; Instructional Materials; Job Application; *Job Search Methods; Learning Activities; Portfolios (Background Materials); Problem Solving; *Self Evaluation (Individuals); Self Management; Time Management; *Vocational Evaluation; Vocational Interests; *Welfare Recipients; Welfare Services
IDENTIFIERS- Job Opportunities and Basic Skills Program

This curriculum is designed to meet the needs of adult students trying to make a transition from welfare to work or further education. Special focus is on Job Opportunities and Basic Skills Program participants enrolled in adult basic education or life skills classes. The curriculum is built around four questions: Who am I?, What's out there?, What is the work world like?, and How do I get from here to there? The activities designed to answer the questions form the four sections of the curriculum. Each section also contains lessons on a personal portfolio and making community connections. Activities include the following: individual reflection, group discussion and projects, participatory research, development of written documents, and role plays. Section 1 helps participants gain an understanding of their needs, interests, and values and assess were deemed effective in promoting the use of transformational leadership practices, and both types of curricula were concluded to be suitable for all individuals of all ages, educational levels, occupations, races, and locations (urban and rural). It was recommended that more diversity be created in community leadership classes. (MN)

ED 413 495 CE 075 149

Main, Keith
Adult Education Principles in Action in the Workplace. Revised.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Kansas City, MO, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Case Studies; *Corporate Education; Educational Practices; *Educational Principles; Educational Theories; *Industrial Education; On the Job Training; Private Sector; Public Sector; State Agencies; *Theory Practice Relationship
IDENTIFIERS- Indiana

The application of adult education principles and theories in the workplace was examined through a study of adult education activities in the following workplace settings over a period of 10 years: the Indiana State Department of Health; the Indiana State Department of Correction; a business in the private sector; and the Indiana State Commission on Persons with Disabilities. The following were among the more than 30 different concepts or principles of adult education identified in the 4 workplaces: project- or problem-centered learning; phenomenology; reflection-analysis-action; intention to inform rather than entertain; participation training; process as product; humanist orientation; well-defined vision/goal; critical thinking; focus groups; applied technology; knowledge of life stages; and use of teams as a data source. The following were among the study's conclusions: (1) learning concepts, theory, and techniques learned in the classroom setting are indeed transferable to the workplace; (2) for adult education to remain relevant in a rapidly changing and technology-oriented workplace, it must shed its "classroom-conference-training session" image and move into the mainstream of the work force's work programs; and (3) to be successful, adult educators must be placed in a position of authority and have direct linkage to and support of top management. (Contains 42 references.) (MN)

ED 413 496 CE 075 151

Medel-Anonuevo, Carolyn, Ed.
Women, Education and Empowerment: Pathways towards Autonomy. UIE Studies 5.
PUB DATE- 95
NOTE- 69p.; Report of the International Seminar on Women's Education and Empowerment (Hamburg, Germany, January 27-February 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developing

identified. Unfortunately, because of Australia's continuing high levels of unemployment and the poor performance of Australia's other economic sectors, many Australian employers and the Australian government will likely remain under pressure to continue following an ad hoc, low-skill/low-quality approach to forming intermediate skills in Australia's economy. (Contains 51 references.) (MN)

ED 413 513 CE 075 228

Smith, C. Selby, Ed.; Ferrier, Fran, Ed.
The Economic Impact of Vocational Education and Training.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 288p.; Papers presented at a conference on the Economic Impact of Vocational Education and Training (Moorabbin, Australia, December 7-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Competency Based Education; Delivery Systems; *Economic Impact; *Education Work Relationship; Educational Change; Educational Needs; Educational Practices; Employer Employee Relationship; Employment Qualifications; Foreign Countries; Job Skills; *Job Training; Labor Relations; Management Development; National Programs; Needs Assessment; Office Occupations Education; *Outcomes of Education; Postsecondary Education; Private Sector; Program Development; Program Effectiveness; Retraining; Role of Education; Systems Approach; Technological Advancement; *Training Methods; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia; Europe; Impact Studies; United States

This document contains papers from a conference on the economic impact of Vocational Education and Training (VET) in Australia and elsewhere. The following papers are included: "Introduction" (C. Selby Smith, Fran Ferrier); "Opening Address" (Peter LeP. Darvall); "Trends and Issues in Vocational Education and Training: A Perspective from Europe" (Olivier Bertrand); "Learning to Earn All over Again: Current Issues in Vocational Education and Training in the United States" (W. Norton Grubb); "Developing a National Approach for VET" (Kenneth Wiltshire); "Dimensions of VET in Australia" (Gerald Burke); "The Training Market Reforms and Their Impact on the Vocational Education and Training System" (Damon Anderson); "The Implications of VET for Earnings" (Michael Long, Phillip McKenzie); "The Globalisation Process and Changes in the Australian Workforce between 1986 and 1991: Implications for Education and Training" (Leo Maglen, Chandra Shah); "Skills for Small, High Tech Exporters: Overcoming the 'Transition' Problem" (Richard Curtain); "Firm-Based Training in the United States: Implications for the Education and Training 'System'" (W. Norton Grubb); "Education and Training at the Ford Motor Company" (Noel Miller); "Competency Based Training: Has It All Gone Wrong?" (Peter Ewer, David Ablett); "Training's Role in Implementing the Restructuring of Office Based Work in the APS (Australian Public Service)" (Chris Selby Smith, Joy Selby Smith); "Bringing Management Education to the Workforce" (John D. Vines); "Industrial Relations, and Vocational Education and Training in Australia" (Jane Carnegie); "Enterprise Bargaining, Industrial Relations and Training Reforms in Australia" (Julian Teicher, Aija Grauze); and "Developing a Future Research Program" (Barry McGaw). Many papers include substantial bibliographies. (MN) arrangements, and qualifications and training methods. Chapter 5 outlines possible priorities for future assistance to sustain and further the reform process. Appendixes include key indicators (access and participation, finance, labor market trends); diagram of VET system; legislative framework; responsible bodies; and international assistance sources. (YLB)

ED 413 531 CE 075 276

Vocational Education and Training Reform in Slovenia.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Career Counseling; Career Guidance; Continuing Education; *Educational Change; *Educational Development; Educational Finance; Educational Legislation; Educational Policy; Equal Opportunities (Jobs); Foreign Countries; *Free Enterprise System; Job Skills; *Job Training; National Standards; Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Sex Fairness; Skill Analysis; Staff Development; *Vocational Education
IDENTIFIERS- *Slovenia

This report on vocational education and training (VET) in Slovenia consists of a condensed description of the present situation in VET and analysis of the main challenges facing VET reform in the country. Chapter 1 offers basic data on the country. Chapter 2 describes main features of the VET system, strategic objectives for VET, and legislative framework. Developments in these specific areas are highlighted: administrative structure and level of decentralization; finance; adaptation of training to change; identification of skill needs; quality standards and qualifications; promotion of continuing vocational training; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 provides an overview of international assistance, including the European Union's Phare program for VET and the Leonardo program. Chapter 4 identifies current challenges in three areas: skill needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 outlines possible priorities for future assistance to sustain and further the reform process. Appendixes include key indicators (access and participation, finance, labor market trends); diagram of VET system; legislative framework; responsible bodies; and international assistance sources. (YLB)

ED 413 532 CE 075 277

Report on the Vocational Education and Training System: Former Yugoslav Republic of Macedonia.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Early Childhood Education; Educational Environment; *Educational Needs; *Educational Practices; Educational Research; *Educational Trends; Elementary Education; Financial Support; Foreign Countries; International Cooperation; International Educational

provided here are designed to apply human relation and communication skills in both personal and professional settings. The sourcebook's underlying purpose is to foster the development of healthy, well-adjusted, and confident role models and leaders. It presents a series of 16 daily lesson plans that teach, among other skills, helping skills, attending skills, questioning skills, critical thinking skills, and interpersonal feedback. Three different units then address specific themes. Unit 1 describes ways to create a helping environment, and features a series of exercises that prompt participants in self-discovery and positive outlooks. Unit 2 explores skills development in effective communication and focuses on restating content and feelings, and on conflict resolution. The last unit concentrates on group work and emphasizes team building and collaboration. Two appendices feature handouts, as well as testing and evaluation materials. (RJM)

ED 413 551 CG 028 075

Persons, Jody S.
Improving the Behavior of Seventh- and Eighth-Grade, Severely At-Risk Students through the Development of a Middle School Violence Prevention Program.
PUB DATE- 94
NOTE- 178p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Modification; Grade 7; Grade 8; *High Risk Students; Junior High School Students; Junior High Schools; Middle Schools; Prevention; Program Descriptions; Program Effectiveness; *School Security; Student Attitudes; *Student Behavior; *Violence
IDENTIFIERS- Middle School Students

This paper reports on a practicum that was designed to improve the behavior of at-risk youth. It targeted seventh- and eighth-grade students who attended a 12-week middle school violence prevention program which utilized a multisensory approach in conjunction with group counseling. This practicum included an educational component for parents and school personnel and was implemented in an inner-city public middle school. After examining the extent of the problem, the report describes how a proactive violence prevention program was developed, coordinated, and implemented at the middle school. Results of the program indicate that the violence-oriented behavior of the students decreased, and they increased their understanding of violence and the extent of violence in their lives. Parents and school personnel also increased their knowledge and skills in violence prevention and enhanced their ability to provide effective violence prevention. Some of the recommendations that are made include the development of a health education initiative as part of a national campaign for violence prevention. (Contains 65 references and extensive appendices containing sample letters, surveys, and questionnaires.) (RJM)

ED 413 552 CG 028 094

Beyer, Sylvia
Gender Differences in Causal Attributions of Imagined Performance on English, History, and Math Exams.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American

luxury skills and how well they performed these tasks. They then identified feelings experienced during pregnancy, during the birth of their infant, and during the first year of their baby's life. Mothers also identified sources they thought would help them or not help them and were then asked to give their best nurturing advice for other young mothers. Results identified "clueless" mothers and mothers with special needs. It provided a base for designing curriculum and instruction to meet the current needs of adolescent mothers and the basic needs of infants. Survey results also revealed safety needs, trust needs, bonding needs, and psychological needs. (Contains 27 references and an 11-item bibliography.) (RJM)

ED 413 572   CG 028 186

Henderson, Marion; Hutcheson, Graeme; Davies, John
Alcohol and the Workplace. WHO Regional Publications, European Series, No. 67.
PUB DATE- 96
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alcohol Abuse; Alcoholism; *Drinking; *Drug Use Testing; Employee Absenteeism; Employees; Employer Employee Relationship; Foreign Countries; Personnel Policy; Policy Analysis; *Work Environment

Alcohol is the most widely used drug in the world and its use in the workplace can have serious consequences on safety, productivity, working relationships, and absenteeism. Some of the effects of alcohol consumption on the workplace, along with the types of responses that companies can make, are covered in this review. The text opens with a historical overview of the subject, tracing the development of factories, management styles, and alcohol policies. Effects of alcohol use at work, such as accidents, are then explored, followed by a discussion of the economics of alcohol use. Included in the latter section are estimates of the cost of alcohol use. Some of the factors, such as worksite-specific conditions, related to alcohol consumption in the workplace are covered, followed by workplace alcohol policies. The advent of the testing and screening of workers is then detailed, along with the trade unions' response and some of the legal aspects engendered by testing. Procedural and security standards, test interpretations, test credibility, test program outcomes, and the prevalence of testing in industry are described. The book concludes with an overview of alcohol policies and a discussion of industry's response to alcohol. (RJM)

ED 413 573   CS 012 962

Reading and Writing Habits of Students. Indicator of the Month.
PUB DATE- 97
NOTE- 3p.; Extracted from the "Condition of Education, 1997."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Reading Ability; *Reading Habits; Reading Material Selection; Reading Research; *Recreational Reading; Writing Research
IDENTIFIERS- *Writing Habits

Research has shown that reading ability is positively correlated

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Cultural Context; *Cultural Differences; Foreign Countries; Instructional Innovation; Intermediate Grades; Learning Activities; Middle Schools; *Multicultural Education; Secondary Education; *Story Telling
IDENTIFIERS- *Folktales; *Multicultural Literature; Oral Literature

Intended for teachers of middle and secondary schools, this book presents folk-stories to provide readers (listeners) with insight into other cultures. The book is organized into eight sections, each featuring a country or a people. Each section has a divider page (which gives the story title, the country or region of the culture, and a map), a page of contributors information, background material, the folktale or legend, and follow-up information. Sections (countries and contributors) are as follows: (1) Uganda: "A Bride for a Hundred Cows" (Carole Walton); (2) Bolivia: "The Legend of Corn" (Maricarmen Ohara); (3) Sri Lanka: "The Jackal's Judgment" (Margaret Lawrence); (4) Korea: "A Thirst for Knowledge" (Roger Petersen); (5) Bulgaria: "Clever Peter and the Sultan" (Priscilla Howe); (6) Germany: "The Lorelei" (Wendy Welch); (7) Macedonia: "Nasreddin Odjah's Clothes" (Steven Kardaleff); and (8) Exploring Many Cultures. Some sections contain additional cultural information and reproducible pages for student use. A glossary is included. (CR)

ED 413 594 CS 215 981

Joy, Flora
Investigating Cultures and Their Stories: Stories from Australia, Iceland, Native America, Ireland, Romania, Denmark, and India.
PUB DATE- 96
NOTE- 98p.; Illustrated by Pat Harroll; cover illustration by Catherine Yuh. For a companion book, see CS 215 980.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cultural Awareness; Cultural Context; Foreign Countries; Instructional Innovation; Intermediate Grades; Learning Activities; Middle Schools; *Multicultural Education; Secondary Education; *Story Telling
IDENTIFIERS- *Folktales; *Multicultural Literature; Oral Literature

Intended for teachers of middle and secondary schools, this book presents folk stories to provide readers (listeners) with insight into other cultures. The book is organized into seven sections, each section featuring a different country. Each section contains a divider page (which teachers can duplicate to use as a cover page), a page of contributor information, background material, the folktale or legend, and follow-up information. A blank page is provided at the end of each section for presenters to jot down their thoughts. Sections (countries and contributors) are, as follows: (1) Australia: "The Fair-Dinkum Story of Waltzing Matilda" (Kerry Mallan); (2) Iceland: "Gilitrutt" (Jenni Woodroffe); (3) Pacific Northwest Plateau (American Indian): "The Shaman's Story" (Jim Kevin); (4) Ireland: "The Three Reeds" (Maggi Peirce); (5) Romania: "Pacala" (Sam Yada Cannorozzi); (6) Denmark: "A Treasure for Anders" (Roger Petersen); and (7) India: "The Face on the Wall" freedom; composition of a "riddle poem" for the theme of the novels; analysis of hidden themes in slave songs; creation of diary entries from the point of view of a slave; creation of a play using the diary entries; and a field trip. Appendixes contain 10 reader response journal ideas, steps in the slavery novel research project, and the outline of the main character sketch. (RS)

ED 413 614 CS 216 096

Jones, Darolyn Lyn
Adolescent/Young Adult Literature Titles/Holocaust.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Class Activities; Intermediate Grades; Junior High Schools; Literature Appreciation; Middle Schools; *Novels; Teaching Guides; Thematic Approach; *World War II; World Wide Web
IDENTIFIERS- *Holocaust; Response to Literature

This paper presents descriptions of the 10 best young adult novels (and teaching suggestions) appropriate for studying the Holocaust in the middle school. Each description begins with a summary and "hook" that can be used with students, and then ends with discussion for the teacher about reading abilities and applications in the classroom. Several descriptions also offer websites that may be used in conjunction with the novel. Novels described are: "Tunes for Bears to Dance to" (Robert Cormier); "Anne Frank: The Diary of a Young Girl" (Anne Frank); "Nightfather" (Carl Friedman); "The Hate Crime" (Phyllis Karas); "Number the Stars" (Lois Lowry); "Daniel's Story" (Carol Matas); "If I Should Die before I Wake" (han nolan); "Upon the Head of a Goat: A Childhood in Hungary 1939-1944" (Aranka Siegal); "Night" (Elie Wiesel); and "Sunflower" (Simon Wiesenthal). (RS)

ED 413 615 CS 216 097

Conway, Kathleen
Prescriptive Teaching: An Rx for the Writing Lab.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diagnostic Teaching; Higher Education; Instructional Effectiveness; Questioning Techniques; Student Needs; *Tutoring; Tutors; *Writing Instruction; *Writing Laboratories; Writing Processes
IDENTIFIERS- Error Monitoring

Students who visit writing labs are often inexperienced writers who need help and even prescriptive teaching. Although some compositionists are leery of including prescriptive help among possible teaching strategies, the writing lab tutor's position handrail or door as they exited. This brochure illustrates defective and corrected handrail designs, and outlines the responsibilities of the school bus driver, students, parents, and school administrators in addressing the problem. The brochure also explains how to conduct a handrail inspection with a standard half-inch hex nut tied to a thick, 36-inch-long cotton cord. Six figures are included. (LMI)

ED 413 636 EA 028 678

State, Local, and Federal Financing for Illinois Public Schools, 1996-97.
PUB DATE- 97
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; Fiscal Capacity; Income; Kindergarten; Postsecondary Education; *Property Taxes; *Public Schools; School District Reorganization; School Support; School Taxes; *State Aid; *State Legislation; State Programs; Tables (Data); Tax Allocation
IDENTIFIERS- *Illinois

This publication provides information on the sources and amounts of funds available for prekindergarten through postsecondary education in Illinois common schools for 1996-97. The guidebook contains a summary of fiscal-year 1997 appropriations to the Illinois State Board of Education, as well as appropriations for educationally related purposes made to other state agencies. It provides information on the sources and uses of state revenues, sources of local revenues, school-reform legislation, and legislation that affects school financial management. Tax-rate limitations, interfund transfers, short- and long-term borrowing, and information on the required recording of district revenues and expenditures are also included. Data is organized in six parts concerning the following topics: Illinois' state education programs, federal education programs, recent state educational legislation, school-district reorganization, school-finance practices, and emerging issues in school finance. Eleven tables and seven figures are included. Appendices contain a selected bibliography, a glossary, a sample state-aid claim form, a figure depicting 1996-97 general state aid per weighted pupil, cost-rate computations, supplementary financial information, school funding principles adopted March 16, 1995, and descriptions of property taxes in Illinois. (LMI)

ED 413 637 EA 028 680

Sikes, Pat, Ed.; Rizvi, Fazal, Ed.
Researching Race and Social Justice in Education: Essays in Honour of Barry Troyna.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Interrelationships; *Educational Discrimination; *Educational Policy; Elementary Secondary Education; Equal Education; Higher Education; Intergroup Relations; *Multicultural Education; Power Structure; Racial

Sociology; Stereotypes; *Student Rights

Although most parents want school officials to enforce rules for a drug-free school environment, they often feel differently when their own children are the objects of student searches. This paper argues that as long as searches are directed at "others,"--those who are known or assumed to be guilty of school rule violations or criminal activity--people tend to believe that searches by school officials are justified. The paper describes how and why the concept of the "other" or enemy is created. School administrators, with the help of the judicial system, have applied that process to certain types of students to justify increasingly intrusive searches by school officials for a wide range of infractions. James Aho's model explaining how enemies are created (1994) is used to compare two strip-search cases decided by the Seventh Circuit Court and similar cases in other jurisdictions. The discussion illustrates changes in courts' handling of school search cases over the last 15 years. The conclusion challenges educators to acknowledge their role in creating and perpetuating an enemy whose only place in society is outside the social norm. Two figures are included. (Contains 23 references.) (LMI)

ED 413 655 EA 028 754

Wohlstetter, Priscilla; Van Kirk, Amy N.; Robertson, Peter J.; Mohrman, Susan A.
Organizing for Successful School-Based Management.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Carnegie Corp. of New York, NY.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Innovation; Elementary Secondary Education; Foreign Countries; *Organizational Change; Organizational Development; Participative Decision Making; Performance; *School Based Management; *School Restructuring
IDENTIFIERS- Australia; Canada

The School-Based Management Project was designed to determine how School-Based Management (SBM), when combined with curriculum and instruction reform, could work to improve the performance of schools. This report presents findings of a study that examined American, Canadian, and Australian schools that exhibited a range of success in restructuring curriculum and instruction and improving performance. The researchers visited 40 schools that had been operating under SBM for at least 3 years and conducted interviews with over 400 school-community members. The report summarizes findings from the interviews and from the archival and survey data collected during site visits. The study used an organizational lens to explore the differences between actively restructuring and struggling schools. The data indicate that certain organizational conditions were strongly associated with greater organizational learning and integrating processes. Decentralized management worked best when the following four organizational resources were available to the decentralized unit: power, knowledge and skills, information, and rewards. Three additional organizational conditions were also critical for explaining the differences between actively restructuring schools and struggling schools: an instructional guidance mechanism, leadership, and resources. The findings led to the development of the following model: (1) Actively restructuring schools have (continuous improvement), and guided learning principles. (Contains 59 references.) (LMI)

ED 413 674 EA 028 781

Haynes, Richard M.; Chalker, Donald M.
World Class Elementary Schools: Agenda for Action.
PUB DATE- 97
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Standards; *Comparative Education; *Curriculum Design; Economic Development; Educational Assessment; *Elementary Education; Foreign Countries; Governance; International Education; Student Evaluation; Teaching (Occupation)
IDENTIFIERS- Japan; New Zealand; *World Class Standards

Many school systems across the country promise a world-class education for their students. This book defines what a world-class elementary school is and provides guidance for those wishing to lead their schools to meet the standards. Chapter 1 introduces the definition of world-class schools and identifies 10 nations that represent the finest education systems in the world: Canada, France, Germany, Great Britain, New Zealand, Taiwan, Israel, Japan, South Korea, and the United States. Chapter 2 provides an overview of the American elementary school and its historical and philosophical evolution. The following six chapters present elements of world-class education: curriculum and instruction, teaching, governance, assessment, students, and parents and communities. Each of the six chapters contains an abstract, a discussion of the topic's global perspective, and an agenda for developing a world-class elementary school. Chapters 9 and 10 describe characteristics of elementary schools in New Zealand and Japan. The final chapter provides an overview of what world-class elementary schools could look like in the United States, including suggestions for staff development and planning, and a checklist for planning an agenda for action. Contains an index, chapter references, 16 tables, and 11 figures. (LMI)

ED 413 675 EA 028 782

Herman, Jerry L.; Herman, Janice L.
School-Based Budgets: Getting, Spending, and Accounting.
PUB DATE- 97
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accounting; *Budgeting; *Budgets; *Educational Finance; Elementary Secondary Education; Expenditures; Financial Audits; Income; Needs Assessment; *Participative Decision Making; Resource Allocation; *School Based Management

With the advent of large interest in school-based management came the task of inventing a different type of budgeting system--one that delegated the many tasks of developing a budget, expending the allocated funds, and controlling those expenditures in a way that did not exceed the allocation to the site level. This book explores the various means of developing school-site-based budgets, and emphasizes the opportunities and obligations of the principal, assistant principal, teachers, classified staff, school-site councils, and district officials. Chapter 1

Taiwan over the last two decades and discusses the problems facing gifted education, including conservative definition-identification, the negative impact of entrance examinations, and curricula that are not challenging. The development of a pilot program for highly capable primary students based on Renzulli's Enrichment Triad Model is described. The program focused on using human resources, curriculum compacting, and enhancing creative productivity. A study of the students who received enrichment services found: (1) students who received curriculum compacting in math performed as well as before, although they spent less time in the regular mathematics class; (2) students were more attentive during regular classes because they spent less time and learning became more challenging; (4) other students without compacting did not show negative attitudes toward the students with compacting; (3) in general, teachers had a positive attitude toward compacting; and (4) when students were provided with training in cognitive and affective training, learning how-to-learn skills, using advanced research and reference materials, and developing written, oral, and visual communication techniques, it had a significant impact on individual and small group investigation of real problems and on creativity. (Contains 40 references.) (CR)

ED 413 694 EC 305 963

Akcamete, Gonul; Kargin, Tevhide
The Effectiveness of Early Intervention Programs in the Education of Children with Hearing Impairments.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Coping; *Early Intervention; *Family Needs; Foreign Countries; *Hearing Impairments; Mothers; Parent Child Relationship; *Parent Participation; Program Content; Program Design; Program Development; *Program Effectiveness; Verbal Communication; Young Children
IDENTIFIERS- *Turkey

This paper reports on a study that investigated the effectiveness of an early intervention program based on the needs of Turkish mothers of six children (ages 0-3) with hearing impairments. The program included an informational component and an educational component. During the preparation of the program, the mothers' expressed needs were taken into account. The informational program covered the following topics: the importance of the education provided to children with hearing impairments; the characteristics of sound; the reasons, classification and rating of hearing losses; resources; development of children with hearing impairments; communication with children with hearing impairments; and coping with problem behavior. The educational program was designed to prepare children for learning and to develop auditory skills as well as preverbal and verbal communication skills. Individualized educational programs were prepared for each skill and given to mothers. In addition, mothers were provided with observation forms to observe and evaluate the predetermined skills and home assignments were given. Educational videotapes were also provided to the mothers. The mothers' participation in the program was found to be a positive factor in increasing the success of the program. (Contains 26 references.) (CR)

ED 413 695 EC 305 964

the Horizon project, a program designed to increase employment opportunities for students with disabilities or learning difficulties. The project established a working cafe/restaurant in East London staffed by the students. Part of the project involved the creation of multimedia units, linked directly to Level 1 National Vocational Qualifications (NVQ) in Catering and Business Studies, to support the training of the Cafe Horizon workers. Cafe workers attended a college one day each week where they used multimedia materials to work toward their NVQ in Catering. Learners worked individually or in small groups with specialist support workers who assisted users and participated in evaluation of the software. This paper discusses the five methods used for formative and summative evaluation of the project and some benefits and limitations of each method are presented. Evaluation methods included: expert evaluation, analysis of logged data, questionnaire methods, interview methods, and video methods. The difficulties in evaluating the program are also reviewed. Results found that a combination approach to evaluation was better than any single method at identifying problems, particularly when methods were combined with expert evaluation. (Contains 21 references.) (CR)

ED 413 713 EC 305 987

Scott, Neil G.
The Universal Access System.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Computers; Cost Effectiveness; *Disabilities; Educational Media; *Media Adaptation; Postsecondary Education; Program Design
IDENTIFIERS- California State University Northridge; *Universal Access System

This final report discusses the outcomes of a project that created a Universal Access System (UAS), a system that gives students with disabilities access to the same computers as their classmates. The project developed a new approach in which the needs of the individual with disabilities are handled separately from the computers and other devices that are to be made accessible (hosts). Each host is fitted with a wireless interface (Universal Access Port or UAP) which provides access to keyboard, mouse, and screen functions in a totally standardized manner. Individuals with disabilities are equipped with personal devices called accessors which interact with UAPs over an infrared light beam. Standardized codes are used on the infrared link so that any accessor can function with any host. This paper describes the concept of UAS, the components of the UAS, how information is transferred between an accessor and a host, types of accessors, and how UAS has provided a cost-effective way to make the campus at the California State University at Northridge (CSUN) computer accessible. Costs of installing UAPs are also addressed. Appendices include a description of UAS, statistics on the CSUN computer labs and student demographics, an evaluation plan, and relevant press releases and articles about the project. (CR)

ED 413 714 EC 305 988

classrooms (1977-1992). Part 2 presents results of a survey returned by 102 (of 200) special education leavers. The top five reported reasons for leaving were: (1) paperwork and record keeping; (2) opportunity for professional advancement; (3) emotional exhaustion from the demands of the position; (4) look of support from special education administration; and (5) family reasons. Four additional tables provide detail on the characteristics and responses of survey recipients. The questionnaire is appended, as are written responses on surveys included, and a map of Kansas geographic regions. (DB)

ED 413 732 FL 024 454

Swenson, Tamara, Ed.
Japan Association for Language Teaching (JALT) Journal, 1996.
PUB DATE- 96
NOTE- 377p.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Chinese; College Entrance Examinations; College Faculty; Communicative Competence (Languages); Computer Assisted Instruction; Cultural Differences; *English for Academic Purposes; *English (Second Language); Foreign Countries; Foreign Students; Higher Education; Intercultural Communication; Language Proficiency; Language Teachers; Language Tests; Language Variation; North American English; *Reading Processes; Second Language Instruction; Secondary Education; Sociolinguistics; Structural Analysis (Linguistics); Student Behavior; Student Role; Suprasegmentals; Teacher Attitudes; Tutorial Programs; *Writing Instruction
IDENTIFIERS- Japan

The two issues of the journal for teachers of English as a second language in Japan include these articles: "What Do JTEs Really Want?" (Wendy F. Scholefield); "Do EFL Learners Make Instrumental Inferences When Reading? Some Evidence from Implicit Memory Tests" (Suzanne Collins, Hidetsugu Tajika); "Function and Structure of Academic English" (Martha C. Pennington); "Writing on Academic Topics: Externalizing Rhetorical Processes in an Intercultural Context" (Jack Kimball); "American English, Japanese, and Directness: More Than Stereotypes" (Kenneth R. Rose); "High School English Textbooks and College Entrance Examinations: A Comparison of Reading Passage Difficulty" (Shinji Kimura, Brad Visgatis); "Detecting Cross-Linguistic Difficulties in Learning English: Using a Text Reconstruction Program" (Regina Lo); "Professors' Expectations of Foreign Students in Freshman-Level Courses" (David Kehe, Peggy Kehe); "Global Issues in EFL: Why and How" (Daniel McIntyre); "Imagery, Verbal Processes, and Second Language Learning (James W. Ney); "Testing English Tests: A Language Proficiency Perspective" (Akihiro Ito); "Assistant Language Teachers in Junior High School" (James Sick); "Motivational Differences Between Chinese and Japanese Learners of English as a Foreign Language" (Bill Teweles); "Teacher Preferences of Student Behavior in Japan" (Catherine L. Sasaki); "The Essential Role of Negotiation in the Communicative Classroom" (Teresa Pica); "Change of Interactive Contact Situations and Social Strategies" (in Japanese) (Satoshi Miyazaki, Jun Pirotta-Maruyama); "But I Don't Want To Be Rude: On Learning How To Express Anger in the L2" (Mitsuyo Toya, Mary Kodis); "The Role of Teachers and Students in Academic Writing Tutorials" (Adrienne Nicosia, Lynn Stein); "Teaching Suprasegmentals to Japanese Learners of English Through Electronic Visual Feedback" (Janet Anderson-Hsieh); and

Paskaleva, Elena
European Language Resources and the Treasury of the Computerised Russian Language Fund (a Small Project Provoking a Discussion on a Big Issue).
PUB DATE- 95
NOTE- 6p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computational Linguistics; Computer Software; *Computer Software Development; *Dictionaries; Foreign Countries; Information Sources; *Language Research; Linguistic Theory; *Russian; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Europe; Europe (East); *Language Corpora

This paper discusses inclusion of the Russian language in European language resource development. It is suggested that European initiatives to develop language resources can not afford to ignore Russian, and that there is much work to do to resolve differences in resources on the two sides of the former Iron Curtain. A 1995 project, undertaken by organizations in Russia, Germany, and Bulgaria, was designed to make use of the 10,000 vocabulary entries from a Russian dictionary in two machine translation systems dealing with syntactic information and to provide software to accelerate conversion of data into an appropriate computer format. The paper provides a brief outline of this project. Finally, the status and characteristics of current Russian archival material are described. (MSE)

ED 413 752 FL 024 773

Proszeky, Gabor
Humor (High-Speed Unification Morphology): A Morphological System for Corpus Analysis.
PUB DATE- 95
NOTE- 11p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computational Linguistics; *Computer Software; Computer Software Development; Discourse Analysis; Foreign Countries; *Language Processing; *Language Research; Linguistic Theory; *Morphology (Languages); *Structural Analysis (Linguistics); Word Processing
IDENTIFIERS- Europe; Europe (East); *Language Corpora

Humor, a reversible, string-based unification approach for lemmatizing and disambiguating language data, has been used for both language corpus analysis and creation of a variety of linguistic software applications such as spell-checking. The system is language-independent, allowing multilingual applications for a variety of language types. Its Hungarian version, the largest and most precise implementation, contains nearly 100,000 stems. The system has been tested rigorously by

Youth

A study examined the roles of language and school in the lives of a group of five Indochinese friends, aged 10-12, in the same sixth-grade class. Two were born in the United States; three were born in Thai refugee camps. The ways in which the subjects defined themselves in relation to other students, particularly other Asian students, and to each other are noted, and their language patterns both during sixth and seventh grades and in the intervening summer are described, with special attention to rates of copula deletion, use of rap slang/African-American vernacular, and "bad" words. Shifts in both relationships and language patterns during this period, and external influences on them, are also explored. It is concluded that the students' language use helped them define their identities in relation to each other and to certain social groups, and also revealed their understandings of various social categories associated with schooling. Contains 59 references. (MSE)

ED 413 773 FL 024 883

Gao, Carl Zhonggang
Form, Function, and Meaning: Understanding/Teaching English Participles.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; Classroom Techniques; *English (Second Language); Form Classes (Languages); *Grammar; *Language Patterns; Second Language Instruction; *Sentence Structure; *Verbs
IDENTIFIERS- *Participles

This discussion of English participles is intended to aid teachers of English as a second language in both understanding and teaching their use. The forms, functions (as verbs and adjectives), and meanings of participles are first outlined, and an approach for presenting this information to students is detailed. It begins with establishing a convention of using the signal "-en" as the past participle form, to distinguish it from the past tense form "-ed". Once forms are clear to students, the meanings of the two signals "-ing and -en" are explained, emphasizing the semantic relationship between them and considering them as a related pair with contrasting meanings. To reinforce the understanding of present and past participles as an opposing pair, the degree of vividness interpretation can be applied to show the contrast between the two forms of participles. Forms, functions, and means are to be introduced and explained as a unit, since all linguistic signs involve signals paired with meanings used in certain contexts. Contains 6 references. (MSE)

ED 413 774 FL 024 884

Anderson-Hsieh, Janet; Dauer, Rebecca M.
Slowed-Down Speech: A Teaching Tool for Listening/Pronunciation.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Career Planning; *English (Second Language); Job Analysis; *Language Teachers; Professional Associations; Professional Development; Rewards; Second Language Instruction; Teacher Education; *Teacher Qualifications
IDENTIFIERS- ERIC Digests

This digest examines the emerging profession of teaching English as a Second Language (ESL) to adults who live and work in the United States, offering suggestions for beginning a career in this field and continuing to grow professionally. The fundamental duty of an ESL teacher is to facilitate development of communication skills in English, in either classroom or tutorial setting. In many programs, the ESL teacher must also transmit substantive content beyond language instruction (e.g., job skills, survival skills). Program setting, type, approach, learner group, and scheduling vary widely. ESL teachers often work under challenging conditions, with high turnover and burnout rates. However, many also feel the intrinsic rewards of the work are considerable. Adult ESL teachers come from a wide variety of backgrounds, combining formal and informal training and experience. Prospective ESL teachers should have some experience in second language learning and teaching. The most common options for formal training are the certificate and master's degree, although alternative training structures may be considered. Exploration of career options, through professional association, contact with other ESL teachers, volunteering, reading, Internet exploration, and conference attendance, is recommended. (Contains 15 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 795 FL 801 200

Ullman, Char
Social Identity and the Adult ESL Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Classroom Communication; Classroom Techniques; Dialog Journals; Discussion (Teaching Technique); *English (Second Language); Immigrants; *Individual Development; Journal Writing; Large Group Instruction; Learning Theories; Limited English Speaking; Portfolios (Background Materials); Second Language Learning; *Self Concept; Small Group Instruction; *Social Influences
IDENTIFIERS- ERIC Digests

Development of theories concerning social identity and language learning is explored, and ways in which English as a Second Language (ESL) teachers can support students in this process are discussed. During the 1980s and 1990s, emphasis in research on language learning shifted to its social context. Theorists have begun to find the focus on motivation to be inadequate in addressing how language and social context are related, and the concept of investment in the target language has emerged as a complement to motivation theories, by helping explain the complex dynamic relationship between the learner and the social

Contribution; *Paying for College; *Student Costs; Taxes; Trend Analysis; *Tuition
IDENTIFIERS- HOPE Scholarship; Individual Retirement Accounts; *Tax Incentives; *Tuition Savings Plans

This paper examines the shortcomings of the existing federal system for providing student financial aid and evaluates the use of tuition tax credits and expanded Individual Retirement Accounts (IRAs) two of the largest educational provisions contained in the Balanced Budget Act of 1997. It finds that tuition is continuing to rise, college affordability is declining, and the participation gap between low- and high-income students is widening. It identifies three reasons for these trends: (1) colleges have little incentive to control costs and tuition; (2) the market for higher education is distorted; and (3) middlemen receive much of the benefit from federal subsidies. Analysis of the HOPE Scholarship, a tuition tax-credit program, suggests that many institutions may raise their prices to absorb the additional revenue, that the program will not help students from very low-income families, that benefits will accrue to institutions of higher education rather than to students, and that some middle class families claiming the credit may become subject to the alternative minimum tax. The paper concludes that expansion of IRAs would be preferred because families will be encouraged to save for educational expenses, government aid can be diverted to need-based programs for the poor, tuition inflation will be controlled by restoring competition among colleges and universities, and families will make more responsible decisions that maximize their children's educational return. (DB)

ED 413 814 HE 030 717

Nay, Fred W.; Malm, Loren D.; Malone, Bobby G.; Oliver, Brad E.; Saunders, Nancy G.; Thompson, Jay C., Jr.
"Future Proofing" Faculty: The Struggle To Create Technical Lifelong Learners.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Costs; *Educational Technology; Faculty Development; *Futures (of Society); Higher Education; Instructional Innovation; *Lifelong Learning; Marketing; Prediction; *Technological Advancement; Technological Literacy; Technology Education

College faculty can avoid investing valuable time and resources in inappropriate technologies by staying in step with technological progress. A "future proof" approach to technology recognizes and welcomes small failures, considering them part of the ongoing process of absorbing technology into the learning process. Future proofing attempts to understand the factors that influence technology, and hence, the impact of technology on learners. The factors that comprise future proofing include: (1) market dominance solutions based on a strong market presence often prove to be the single greatest factor in decision making; (2) ease of use users of technology will usually prefer simplicity over functionality; (3) the best-practice approach since technology is just a delivery medium, proven successful teaching and learning practices are likely to providing support through curriculum and training. (JLS)

ED 413 832 HE 030 735

Toth, Emily
Ms. Mentor's Impeccable Advice for Women in Academia.
PUB DATE- 97
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Employed Women; Faculty Promotion; Higher Education; Humor; Mentors; Sex Bias; Sex Differences; Sex Discrimination; Social Networks; *Women Faculty

Using humor and examples from real-life experience, the book provides advice and information in question-and-answer form for women regarding all aspects of work life in higher education. Chapters cover: graduate school as a rite of passage, and discussions of the demands of graduate study and the commitments required; strategies for finding and selecting the first academic job and the marketability of dissertation topics; the importance of conference attendance and successful conference behavior strategies; how to survive the first year on the job; the role of publication and strategies for grant competition; classroom management and other aspects of teaching, including problems of sexism in the classroom; handling the problems of being female in a male-dominated academic culture and other cultural conflicts; practical advice on nonacademic issues from mentoring, to plagiarism, to proper dress; building a tenure portfolio and the politics of the tenure process, acceptable behavior after gaining tenure; and, finally, retirement and the emeritus status. (Contains 130 references.) (JLS)

ED 413 833 HE 030 738

Ratcliff, James L.
FIPSE Program To Promote Exchange of Future Leaders in European and American Higher Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Cooperative Planning; Cross Cultural Training; Educational Policy; Foreign Countries; Foreign Students; *Graduate Study; Higher Education; *International Education; *International Educational Exchange; International Programs; Political Influences; Student Exchange Programs; *Study Abroad; Universities
IDENTIFIERS- England; *Europe; Netherlands; Syracuse University NY

This report describes a joint project among two U.S. universities, a university in the Netherlands, and one in London, England, designed to prepare U.S. students of higher education policy with an understanding, appreciation, and analytic knowledge of the effect of the unification of Europe on higher education policy, as well as give European students who choose to specialize their policy research studies in the

ED 413 852 HE 030 764

Cohort Default Rate Guide for Guaranty Agencies and Lenders.
Fiscal Year 1995.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Compliance (Legal); Educational Finance; *Eligibility; Federal Aid; Federal Programs; Higher Education; Legal Responsibility; *Loan Default; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program; Stafford Student Loan Program; Supplemental Loans for Students Program

This guide is intended to provide the student loan industry with information on how cohort default rates are calculated for originating lenders, current lenders, and guaranty agencies participating in the Federal Family Education Loan Program. The guide notes that fiscal year 1995 data will be calculated based on data reported to the National Student Loan Data System by the guaranty agencies, and will include: subsidized Federal Stafford, unsubsidized Federal Stafford, Federal Supplemental Loan for Students (SLS), and Federal consolidation loans used to repay Stafford or SLS loans. Sections of the document provide the formula for calculating 1995 cohort default rates; a Department of Education contact list; information on how to correct cohort default rates; information about back-up data printouts; a list of guaranty agencies; and a set of commonly asked questions with answers. (JLS)

ED 413 853 HE 030 765

Lee, John B.; Clery, Suzanne B.
Institutional Aid 1992-93. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Students; *Educational Finance; Grants; Higher Education; Institutional Characteristics; *Institutional Role; National Surveys; Nontraditional Students; *Paying for College; Postsecondary Education; Private Colleges; Public Colleges; Student Characteristics; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Higher Education Act Title IV; Institutional Aid; *National Postsecondary Student Aid Study

This report examines institutional aid awards for postsecondary education students for the academic year 1992-93, relating institutions students attended and student characteristics to receipt and size of institutional award. Data is based on the 1992-93 National Postsecondary Student Aid Study. Highlights include the following: (1) Institutional aid has increased at a faster rate than any other source of student financial aid since 1985; (2) receipt and amount of aid varied by level and control of institution, with full-time undergraduates in private four-year institutions more than twice as likely to

"Electronic Networks" (Susan Nelson Wood); and "Computer Conferencing and the Changing Nature of Schoolwork" (Chris Benson). Includes a list of on-line resources and notes about the contributors. (Contains 26 references.) (SWC)

ED 413 870 IR 018 619

Competition-Connection-Collaboration. Proceedings of the Annual Conference on Distance Teaching and Learning (13th, Madison, Wisconsin, August 6-8, 1997).
PUB DATE- 97
NOTE- 447p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accessibility (for Disabled); Communications Satellites; Computer Networks; Continuing Education; Delivery Systems; *Distance Education; Educational Change; *Educational Cooperation; Educational Planning; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Instructional Design; *Interaction; Interactive Video; Problem Solving; Special Needs Students; Technological Advancement; Teleconferencing; World Wide Web
IDENTIFIERS- Virtual Classrooms

Presentations at this conference focused on how organizations and individuals are improving their efforts to serve learners at a distance through innovative approaches to competition and collaboration. Rapid developments in technology promise expanded access to education and training resources, but the developments challenge traditional policies and teaching-learning methods. This proceedings volume includes 66 papers presented at information sessions, and 13 tutorial and workshop papers. Topics covered include statewide computer training via satellite; international business education; two-way video advanced placement course for high school and college students; web resources; critical evaluation of information and tools; a model for K-12 videoconferencing; student attitudes about computer conferencing; communications conventions; storytelling for interactive television; evaluating distance education; virtual classrooms; policy for distance delivery; computer-based interaction; collaborative learning; Lotus Notes; interactivity in satellite training; web page instruction; web-based training; urban distance learning; partnerships in the information age; continuing professional education; special needs students in education and industry; agricultural distance learning; video teletraining; preparing information systems professionals for managerial roles; user friendly teleconferencing; partnering universities and public television; print-based distance learning materials; rural teacher certification program; teaching soft skills by distance; interactive WWW based learning modules; electronic libraries; culture of institutional rewards; Air Force collaboration with interactive television; knowledge management; influence of diversity on distance education; intellectual property and copyright issues; equal access to information for disabled students; designing and developing course for WWW delivery; and designing instruction based on naturally occurring interactions. (SWC)

ED 413 871 IR 018 621

Video Instructional Development and Educational Opportunity (VIDEO) Program: Program Summary 1996.
PUB DATE- 97

One group practiced integration; participants were asked to think about concepts they were learning in terms of the three elements of the integration strategy. A second group practiced encapsulation; participants visualized concepts they were learning. Members of a third group were encouraged to reread and review earlier presented text and apply their own preferred learning strategy to learn concepts within the text. Participants read a short text on general issues of applying classroom learning to work and then answered several multiple-choice questions about the text. They then practiced one of the three strategies and applied it to a new text about the role of transfer. Finally, they took a multiple-choice test to measure their knowledge of the concepts in the text and were asked to apply the concepts to a teaching situation of their choice. The hypothesis was that practicing the integration strategy would cause more transfer. Findings from the one-sample t-tests indicated the participants knew about transfer after reading the passage about transfer and transferred this knowledge to the applied teaching task. There was no evidence of differential transfer effects that resulted from practicing different learning strategies. (Contains 12 references and instruments.) (YLB)

ED 413 420 CE 074 929

Griswold, Karen; Ullman, Claudia M.
Not a One-Way Street. The Power of Reciprocity in Family Literacy Programs.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; *Family Literacy; *Literacy Education; Outcomes of Education; *Parent Education; Partnerships in Education; Preschool Education; Program Effectiveness; Program Implementation; Staff Development
IDENTIFIERS- City University of New York; New York City Board of Education

The FLITE (Family Literacy Involvement Through Education) program is a partnership between a public school in the Bronx, New York, and the City University of New York that brings together two federal funding streams (FAMILY FIRST: Family-School Partnership Program and Even Start) to provide adult literacy, parenting education, and early childhood education in a family literacy context. The program features home visits, parenting workshops, staff development to continue educational growth of program workers; and for parents, basic education and English for speakers of other languages. Four case studies describing FLITE through the eyes of the families illustrate the following: the program's benefits for children, the value of its multiple points of entry, the uses to which participants put literacy, and reciprocal learning relationships. The success of the program is attributed to the following factors: employing women from the community as family workers; extended opportunities for examining real-life issues and questions; comprehensiveness and flexibility, reflecting the diversity of participant aspirations; and the responsiveness and fluidity of staff development. (Contains 22 references) (KC)

ED 413 421 CE 074 960

Tien, Hsiu-Lan

Development; Developing Nations; Educational Practices; Educational Research; Foreign Countries; Postsecondary Education; Research Utilization; Secondary Education; *Vocational Education
IDENTIFIERS- DACUM Process

This guide was developed as a cooperative initiative by UNESCO member countries to provide information about the process of development and adaptation of a flexible, competency-based curriculum, especially in vocational education. The guidebook outlines an exemplar process of education organized in 11 stages of design and development based on educational research and practice. The stages include the following: (1) identify need for curriculum; (2) identify client group and context; (3) prepare data; (4) conduct job analysis, using a process such as DACUM (Developing a Curriculum); (5) task analysis; (6) assessment planning; (7) content; (8) instructional planning; (9) preparation for implementation; (10) preparation of curriculum documents; and (11) testing and validating the curriculum. The guide also describes the process of adaptation of the curriculum and resources and problems in curriculum development. (Contains a glossary which defines 27 terms.) (KC)

ED 413 440 CE 075 034

Hollenbeck, Kevin
An Evaluation of the Manufacturing Technology Partnership (MTP) Program. Technical Report No. 96-007.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; Elementary Secondary Education; Females; High Schools; *Manufacturing; Minority Groups; *Outcomes of Education; Program Effectiveness; Program Improvement; Public Schools; Quasiexperimental Design; *School Business Relationship; *Technology Education; Two Year Colleges; Unions; Vocational Education; Womens Education
IDENTIFIERS- *Flint Public Schools MI; Impact Studies

The Manufacturing Technology Program (MTP) is a partnership between General Motors, the United Auto Workers, and the public schools in Flint, Michigan, that originated as a preapprenticeship program and has since expanded into a program preparing youth for manufacturing. The programs' effectiveness was examined through a comparison group-based study designed to determine the MTP's net impacts. Data on the grades, school attendance, and employment and earnings of students enrolled in the MTP in fall 1992, 1993, 1994, and 1995 were compared to data regarding students who were not MTP participants but who were otherwise very similar to participants. Participation in the MTP was associated with higher high school grade point averages, average class ranks, and attendance rates at the secondary level and higher average attendance rates at the postsecondary level. MTP participation also had positive impacts on three labor market measures: employment rates, wage rates, and average hours worked. The following were among the program improvement recommendations offered: develop pre-MTP skills enhancement classes for elementary-level and grade 9-10 students; institute work-slot rotation in grade 11; improve coordination of school- and work-based learning activities; establish support mechanisms for female MTP students; and monitor/reduce per-student costs. (Contains 16 tables/figures.) (MN) student hour of tuition. Participants paid higher personal costs on some programs in terms of the possible embarrassment of admitting they lacked basic skills. The most expensive item was the cost of professional staff; the most expensive schemes were aimed at nontraditional learners. Benefits were as follows: communication and computational skills, social/life skills, work-related skills, qualifications, further training, and employment. Effective courses included the following elements: a structure and philosophy that encouraged learners to enter, progress, and take responsibility for their own learning; a relevant curriculum; a variety of methods; tutors who built teaching and learning around what motivated learners; and continuing support and training for staff. Suggestions for improvement included open-entry/open-exit opportunities and innovative projects aimed at nonparticipants. (YLB)

ED 413 459 CE 075 061

Vaughn, Joan A.
Enhancing the Abilities of Child Protective Services Workers To Provide Parent Education to Clients.
PUB DATE- 97
NOTE- 91p.; Master of Science Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Curriculum Development; *Educational Needs; *Inservice Education; *Instructional Development; Needs Assessment; *Parent Education; Pretests Posttests; Program Effectiveness; Questionnaires; Rural Areas; *Social Workers
IDENTIFIERS- *Child Protective Services; Ohio

An inservice training program to enhance the ability of child protective services (CPS) workers to provide parent education to their clients was developed and tested with CPS workers in a rural Ohio county. The CPS workers' need for training in delivery of parent education was assessed through an 11-item pretraining survey that was completed by 20 of the county's 22 intake and outgoing social workers. The training program that was developed focused on parenting defiant children and attention deficit hyperactivity disorder (ADHD). The training program, which consisted of 10 weekly sessions that were attended by 58% of the individuals completing the pretraining survey, focused on increasing CPS workers' knowledge of managing behavioral problems and ADHD, ability to locate available parent education resources, and understanding of how to use the resources with parents. The 11 CPS workers who completed the training and the posttraining questionnaire credited the training program with increasing their levels of knowledge, awareness of available resources, and ability and willingness to use those resources to provide parent education to clients. (The bibliography contains 92 references. Appended are the following: weekly calendar of planned activities, pretraining survey cover letter, pretraining survey, and posttraining survey.) (MN)

ED 413 460 CE 075 062

Medley, Pamilea
On Site Training for Adult Day Care Program Aides that Meet State Certification Requirements and National Standards.
PUB DATE- 97

their skills and experiences. Section 2 describes participants' work experiences and provides for participants' research on jobs and training opportunities available in their communities. Section 3 shows how people get jobs, what different jobs are like, and how to identify and deal with problems on the job or in training programs. Section 4 is designed to help participants do the following: learn new skills important in getting employed or admitted into a higher education program; confront barriers in making a transition from welfare to work and develop plans to overcome them; and complete a career plan. Appendixes contain reproducible activity sheets and 25 references organized by section. (YLB)

ED 413 478 CE 075 102

Heenan, Edward W.
Learning To Make Dutchess County Work. 1996 Annual Placement Report.
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Counseling; Career Guidance; *Employment Patterns; Employment Services; *Employment Statistics; *Graduate Surveys; High Schools; *Job Placement; Student Employment; Underemployment; Unemployment; *Vocational Followup; *Vocational Schools
IDENTIFIERS- *New York (Dutchess County)

This report describes the current employment status of students who graduated from the Dutchess County (New York) Board of Cooperative Educational Services Technical Center in June, 1996. It is designed to provide summary data concerning the class as a whole, as well as information on how students from individual programs fared. The placement process is described by explaining the functions of the participants--recruiters, instructors, guidance counselors and supervisors, and employers. The procedures for obtaining the information in this report are outlined. A list of 15 placement office activities follows. The charts, graphs, and lists that make up the remainder of the report illustrate an employment summary for 1996 graduates (completers, number available and unavailable for employment, number employed, location of those unavailable for employment); distribution of 1996 graduates available for employment (employed in area of training, unemployed, total employed); employment by program area; distribution of 1996 graduates (employed, unemployed, college and technical, military, and not in labor force); firms employing 1996 graduates; and numbers enrolled in postsecondary education by two-year college, four-year college, technical schools, and military services. The report concludes with graduates' comments and the follow-up survey instrument. (YLB)

ED 413 479 CE 075 104

Vella, Jane; Berardinelli, Paula; Burrow, Jim
How Do They Know They Know? Evaluating Adult Learning. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)

Nations; Education Work Relationship; Educational Needs; *Educational Practices; Educational Theories; *Empowerment; Financial Support; Foreign Countries; International Educational Exchange; *Literacy Education; *Personal Autonomy; Popular Education; Role of Education; Seminars; Theory Practice Relationship; *Womens Education
IDENTIFIERS- Asia; Colombia; Organization of American States

This document contains seven papers about and from the International Seminar on Women's Education and Empowerment, which was convened to give women educators and researchers from diverse sociocultural backgrounds an opportunity to examine collectively different education practices and their theoretical implications for empowering women. The following papers are included: "Preface" (Carolyn Medel-Anonuevo); "The International Seminar on Women's Education and Empowerment" (Carolyn Medel-Anonuevo, Bettina Bochynek); "The Theoretical and Practical Bases for Empowerment" (Nelly P. Stromquist); "Some Reflections on the Empowerment of Women" (Lucita Lazo); "Women's Literacy and Empowerment: The Nellore Experience" (Anita Dighe); "The Organization of American States Multinational Project on Education and Work: An Experience of Popular Education for Women's Empowerment in Colombia" (Miryan Zuniga E.); "Educate to Empower: An Asian Experience" (Namtip Aksornkool); and "Thinking about Women and Literacy: Support and Challenge" (Jenny Horsman). A list of seminar participants is also included. Several papers contain bibliographies. (MN)

ED 413 497 CE 075 152

Medel-Anonuevo, Carolyn, Ed.
Women Reading the World. Policies and Practices of Literacy in Asia. UIE Studies 6.
PUB DATE- 96
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; Community Development; Community Education; Community Programs; Educational Improvement; Educational Needs; *Educational Policy; *Educational Practices; Educational Strategies; Empowerment; Foreign Countries; Government School Relationship; Illiteracy; Lifelong Learning; *Literacy Education; Nonformal Education; Outcomes of Education; Theory Practice Relationship; *Womens Education
IDENTIFIERS- *Asia

Papers from national seminars in five countries documenting the literacy practices that have developed through time include: "Preface" (Medel-Anonuevo); "Introduction"; "Illiteracy Eradication in Vietnam; Past Achievements and Orientation for Development in the New Stage" (Mac); "Brief Situationer of Women's Literacy in Bangladesh" (Huq); "Bangladesh Government Literacy Initiative: The Integrated Nonformal Education Program (INFEP)" (Rahman); "Brief Situationer of Women's Literacy in India" (Dighe); "Literacy Policies and Programs for Women in the Philippines"; "History of Literacy Efforts and Current Policies on Women's Literacy" (Sese); "Engendering Adult Literacy" (Clarke); "Educational Strategies for Women--A Case Study of Mahila Samakhya, Banda" (Samakhya); "The Literacy Program of Friends in Village Development Bangladesh (FIVDB)" (Khandakar); "Models of Literacy Program in Nepal"; "Linking Total Literacy to Universal Elementary Education" (Rampal); "Two Views on Literacy Strategies in India" (Priyam,

ED 413 514 CE 075 234

Foley, John
The Dimensions of Empowerment.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual International Conference of the Community Development Society (29th, Athens, GA, July 26-30, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; Adult Education; *Citizen Participation; Citizenship; Citizenship Responsibility; *Community Control; *Community Development; *Cultural Differences; Cultural Pluralism; Economic Factors; *Empowerment; Participative Decision Making; *Political Power; Self Determination

This paper is designed as a guide to the study of empowerment in the neighborhood movement for historic preservation in New Orleans' French Quarter. For this case study, whose initial focus in on a relatively affluent sector of the population, culture and identity become prominent. However, the review adopts a broader focus to ensure its pertinence to more varied population groups, including those less privileged. Thus, although in the specific case study, initial research indicates the relevance of cultural aspects derived from the emergence of alternative visions of urban life, the discussion of political and economic empowerment remain crucial. (Contains 43 references.) (AA)

ED 413 515 CE 075 237

Hull, Glynda, Ed.
Changing Work, Changing Workers. Critical Perspectives on Language, Literacy, and Skills. SUNY Series: Literacy, Culture, and Learning.
PUB DATE- 97
NOTE- 389p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Vocational Education; *Dislocated Workers; Education Work Relationship; Educational Benefits; Educational Research; Family Violence; Females; Inplant Programs; *Job Skills; *Job Training; Labor Force Development; Language Skills; *Literacy Education; Nontraditional Occupations; *Organizational Change; Organizational Climate; Program Effectiveness; Teaching Methods; Work Environment; *Workplace Literacy

These 14 papers look at U.S. factories and workplace education programs to see what is expected of workers. "Hearing Other Voices" (Glynda Hull), argues alternate viewpoints are essential to create frameworks for understanding literacy in relation to work. "Discourses of Workplace Education" (Katherine Schultz) analyzes the discourse of new workplace literacy programs. "Pedagogical Innovation in a Workplace Literacy Program" (Judy Kalman, Kay M. Losey) focuses on accompanying difficulties. "'It Changed Something Inside of Me'" (Debby D'Amico, Emily Schnee) looks at a literacy program whose students had successful program experiences but did not find employment. "'Friends in the Kitchen'" (Sheryl Greenwood Gowen, Carol Bartlett) reports how domestic violence complicates women's efforts to increase their literacy skills.

Exchange; *Labor Market; Management Development; Needs Assessment; Postsecondary Education; Program Development; Secondary Education; *Sociocultural Patterns; Trend Analysis; *Vocational Education
IDENTIFIERS- *Macedonia

The vocational education and training (VET) system of the Former Yugoslav Republic of Macedonia was studied by two consultants who visited the country and held discussions with senior officials from selected government ministries, universities, trade unions, and vocational schools. The study focused on the following: Macedonia's socioeconomic and labor market situations; the structure, administration, and financing of preschool, elementary, secondary, postsecondary, and adult education and training; and international assistance to VET. Case studies of vocational schools in five cities were also conducted. It was concluded that, in view of the significant changes under way in Macedonia's socioeconomic structure and labor market, the country's VET system must progressively reduce the proportion of resources allocated to acquisition of specialized vocational skills and expand the level of resources devoted to teaching transferable core skills. (The report 20 references and 10 tables. Appended are the following: current/proposed groupings and profiles; existing gymnasium curriculum; proposed teaching plan framework for gymnasium education; existing health curriculum; existing electrical and technical curriculum; proposed teaching plan frameworks for 3-year and 4-year VET; facilities of universities in Skopje and Bitola; and plans to establish a European Union national observatory in Macedonia.) (MN)

ED 413 533   CE 075 279

Stitt-Gohdes, Wanda L.
Career Development: Issues of Gender, Race, and Class. Information Series No. 371.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Choice; *Career Development; Counseling Techniques; *Females; Low Income; *Minority Groups; *Occupational Aspiration; Self Efficacy; *Social Class; Social Cognition; Teacher Role; Theories

The premise of this paper is that, although career choice implies options, issues of gender, race, and class may constrain the occupational choices an individual makes. Dominant career development theories are being reexamined for their appropriateness to diverse groups. This paper reviews the following theories: Ginzberg, Ginsburg, Axelrad, and Herma's (1951); Holland's Career Typology (1985); Super's Theory of Vocational Choice (1996); Social Cognitive Career Theory; and recent work by Gottfredson (1996) and Bandura (1986). The review shows how vocational choice is influenced by one's self-concept and sextyping of occupations, as well as by environmental factors. Specific issues and barriers are presented: for women, the effect of socialization on self-efficacy; for African Americans, Hispanics, Asian Americans, and Native Americans, the influence of internal and external attitudes and factors, and for low-income groups, the effects of economic circumstances and social attitudes. Career

Psychological Association (9th).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Failure; *Attribution Theory; Causal Models; College Students; *Grades (Scholastic); Higher Education; Psychological Characteristics; Self Esteem; *Sex Differences; *Student Attitudes
IDENTIFIERS- *Gender Issues

This study investigated gender differences in causal attributions and emotions to success and failure. A literature review on gender differences in causal attributions revealed inconsistencies. For the present study, college students (N=247) filled out questionnaires and were also asked to imagine varying degrees of success in college courses. The results indicate that gender differences in causal attributions do exist. Females, compared to males, favored effort attributions (paying attention and studying) for successful outcomes. For failure outcomes, males, more than females, thought that a lack of studying was responsible. Thus, males protected their self-confidence in failure situations by blaming a poor performance on an unstable cause that can be changed in the future. Females viewed the lack of ability as a more important cause for a failing grade than did males. Emotions also differed, with males indicating that they would derive more confidence after receiving an A than females. Females felt more like failures than did males after receiving an F. It was found that gender differences in causal attributions depended on the gender-type of the subject matter. (RJM)

ED 413 553 CG 028 096

Comprehensive School Guidance and Counselling Programs and Services: Guidelines for Practice. A Program Development and Validation Checklist.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Check Lists; Children; Elementary Secondary Education; Foreign Countries; *Guidelines; Planning; *Pupil Personnel Services; School Counseling; *School Guidance; Student Development
IDENTIFIERS- Alberta; *Comprehensive Guidance

The Education Department of Alberta, Canada has developed guidelines for practice in cooperation with guidance and counseling specialists throughout the province. The guidelines are designed to help schools implement a comprehensive school guidance and counseling program, thus improving the quality of education. The comprehensive school guidance and counseling program addresses the developmental needs of students in three domains: career planning and development, personal/social issues, and educational planning. To define a level of adequacy for comprehensive school guidance and counseling programs, Alberta developed 16 guidelines which are organized into four categories: philosophy and goals; program development, implementation, coordination, and evaluation; delivery of services; and professional development and staff effectiveness.

with the extent to which students read recreationally. Educators are increasingly encouraging their students to read and write on their own, outside of school. Changes in the frequency with which students (in grades 4, 8, and 11 in studies conducted from 1984 through 1994) read and write independently, as well as in the types of materials students read and write, indicate the degree to which recreation activities related to education are supported outside of the classroom. (Contains two tables, two graphs, and two bar graphs of data.) (RS)

ED 413 574 CS 012 963

Peterson, Chris
Extra Cheese, Please! Mozzarella's Journey from Cow to Pizza and Teaching Guide.
PUB DATE- 94
NOTE- 44p.; Separate "Teaching Guide" is by the author, "with Elizabeth Wolanyk and Sally Craven."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agriculture; Childrens Literature; Class Activities; *Content Area Reading; Cooking Instruction; Early Childhood Education; Mathematics Instruction; Nutrition; Photographs; Picture Books; Science Instruction; Teaching Guides
IDENTIFIERS- *Cheesemaking; Health Communication; *Information Books

This book traces Annabelle the dairy cow's milk from the farm to the top of a Friday night pizza. The book relates that when Annabelle gives birth to her calf she also begins to produce milk; the milk is then processed into cheese, and from the cheese, pizza is made (recipe included). The book features color photographs of the entire process which give young students a view of modern agriculture. The teaching guide which accompanies the book offers many suggestions for its classroom use, from ideas about sharing the book, to ideas for discussion prompters and writing, to ideas in the content areas of social studies, math and science, and health and nutrition. Also included in the guide for the book are suggested culminating activities and assessment activities. A glossary and a source list for further reading conclude the book. (NKA)

ED 413 575 CS 012 964

Adams, Gary L.; Engelmann, Siegfried
Research on Direct Instruction: 25 Years beyond DISTAR.
PUB DATE- 96
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Mathematics Instruction; Meta Analysis; Reading Instruction; Remedial Instruction; *Teaching Methods
IDENTIFIERS- *Direct Instruction; *Direct Instruction Follow Through Project; Distar

This book presents a description of Direct Instruction and a meta-analysis of research on Direct Instruction. The term "Direct Instruction" as used in the book refers to instructional programs developed by Siegfried Englemann and his colleagues, (Cathy Spagnoli). Some sections contain additional cultural information and reproducible pages for student use. Includes a glossary. (CR)

ED 413 595 CS 216 044

Cowen, John Edwin
English Teacher's Portfolio of Multicultural Activities: Ready-To-Use Lessons and Cooperative Activities for Grades 7-12.
PUB DATE- 96
NOTE- 337p.; Illustratioans by Marlene Page-Ware.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Critical Thinking; Cultural Awareness; English Instruction; *Learning Activities; *Literature Appreciation; *Multicultural Education; Reading Comprehension; Reading Instruction; Secondary Education; Teaching Guides; Thematic Approach; Units of Study; Writing Skills
IDENTIFIERS- *Multicultural Literature; Response to Literature

This book gives English teachers more than 75 reproducible literature selections with ready-to-use lessons based on a variety of multicultural fiction and non-fiction by authors of African, Asian, Latino, Native American, and European descent. The book is designed to expand the choice of multicultural literature beyond that found in the department book room, or even the school library. Selections include living and historical authors such as Lorraine Hansberry, Countee Cullen, Gwendolyn Brooks, Li Po, Robert Bly, Pablo Neruda, Chief Joseph, and many more. The book's selections/lessons also offer students a chance to hone their skills in critical thinking, literary analysis, writing, and reading comprehension. The cooperative group activities in the book elicit higher order thinking responses and provide creative activities to help students produce written work appropriate for portfolio assessment. Material is organized into 10 thematic units printed in a large spiral-bound format for photocopying. Thematic units in the book are entitled: (1) "Masks around the World"; (2) "Awakening the Imagination"; (3) "Learning from Conflict"; (4) "Dreams Deferred"; (5) "What If? Scenarios"; (6) "Cultural Perspectives through Poetry"; (7) "Relationships: Family and Friends"; (8) "Folk Tales from Different Cultures"; (9) "Talking to the Animals"; and (10) "The Play's the Thing!" (CR)

ED 413 596 CS 216 066

Gilliland, Mary
Responding to Student Papers: Instructors Consult with Tutors.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Program Descriptions; Program Effectiveness; *Student Evaluation; Teacher Student Relationship; *Tutoring; *Writing Evaluation; Writing Teachers
IDENTIFIERS- *Communication Strategies; Cornell University NY

as advisor rather than judge helps students accept the suggestions as the options they are. As writers become more experienced, they are encouraged to reject lab models for methods they develop over time. A tutor used collaborative questioning and modeling to help one student learn how to paraphrase and synthesize to keep from plagiarizing. Another student who felt completely unprepared for the kind of writing she was asked to do was able to complete her paper after the tutor used a combination of questioning and writing samples. Students' factual errors bring up another issue faced in writing labs. Good tutors can be alert to inconsistencies and problems, and they are in a position to help students learn the importance of accuracy and of careful reading in every discipline. Prescriptive teaching methods, if used cautiously, will not kill students' creativity, nor will they inflate grades. With training and experience, the effective writing lab tutor knows when to intervene and when to get out of the student's way. (Contains 10 references.) (RS)

ED 413 616   CS 509 627

Sanders, Judi
Airheads, Dorks and Wimps: An Alternate View of Cultural Communication.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, Quebec, Canada, May 22-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Communication Research; *Cultural Context; Ethnography; Higher Education; Idioms; *Intercultural Communication; Jargon; Language Research; *Language Styles; *Language Usage; Student Behavior; Thematic Approach
IDENTIFIERS- *Discourse Communities; *Slang

An ethnographic study examined slang as spoken on campuses of two universities in the United States, one on the West Coast and one in the Midwest. Subjects were students from Intercultural Communication classes, who served as participant/observers and data gatherers. Subjects were instructed to collect slang terms that they heard on campus and, along with each term, they were to provide a definition for the term and a sample discourse. The terms for each sample were then independently examined for themes through the process of analytic induction, and differences in emergent themes were resolved through discussion. Results indicated a total of 64 themes and, of these themes: 56 (88%) were present in the data for both universities; 3 (5%) were found only at the Midwestern university; and 5 (8%) themes were found only at the university in the West. Results revealed that across the miles college students use slang to talk about very similar themes. However, local culture generates unique meanings for common terms and unique terms for common meanings. Findings suggest that the individual is an active agent in making selections about how to talk. This study provides evidence for a theory of communication grounded in the intersection of the global, local, and individual--it reconceptualizes the roles and relationships of both culture and the individual. (Includes 5 tables of data and 4 endnotes; contains 12 references.) (CR)

ED 413 617   CS 509 631

Attitudes; *Racial Relations; Sociology
IDENTIFIERS- *Social Justice; *Troyna (Barry)

The essays in this book comprise a "festschrift", a group of essays, to commemorate Barry Troyna, who made an important contribution to thinking about race, racism, and research on social-justice issues in the school context. Much of his work was directed at showing that it was impossible to research questions of "race" relations in a neutral or objective manner. Troyna saw antiracism as an oppositional politics that distinguished it from the liberal individualism within which multiculturalism was embedded. This collection has two purposes: to understand Troyna and his work, and to extend his contribution to an understanding of the complexities of racial politics in education. Following the introduction by Pat Sikes and Fazal Rizvi, the essays include: (1) "Barry Troyna: A Dissenting Voice?" (Carol Vincent); (2) "Barry Troyna as Enlightened Rationalist" (Sally Tomlinson); (3) "Barry Troyna as 'Critical' Social Researcher" (David Halpin); (4) "Barry and the British Educational Research Association" (Jean Rudduck); (5) "The Other Side of Writing: Publishing and Social Justice" (Gaby Weiner); (6) "Theory into Practice: Barry Troyna, the Primary School Governor and Colleague" (Sandra Shipton); (7) "Holding on Together: Conversations With Barry" (Ivor Goodson); (8) "From the Streets of Tottenham to Antipodean South Australia: Seductions and Dilemmas in the Travels of Antiracism" (Vicki Crowley); (9) "Relating Education Policy and Institutionalised Racism: From Discourse to Structure" (Roger Dale); (10) "The State and Education Policy: The Contribution of the Work of Barry Troyna" (Bob Lingard); (11) "Multiculturalism and Antiracism Reconsidered" (John Rex); and (12) "Social Justice in Education After the Conservatives: The Relevance of Barry Troyna's Work" (Richard Hatcher). A list of Troyna's publications are included. (LMI)

ED 413 638   EA 028 681

Kirk, Alison
Learning and the Marketplace: A Philosophical, Cross-Cultural (and Occasionally Irreverent) Guide for Business and Academe.
PUB DATE- 96
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Education Work Relationship; Elementary Secondary Education; Higher Education; Language Variation; *Role of Education; *School Business Relationship; *Semantics

Differences of language often mirror differences in values and worldviews. An examination of the languages of business and education shows that if people really want to run an educational institution "like a business," there is a serious semantic problem. This book illustrates the problems that arise when familiar words have different connotations for different users, looking carefully at the languages of business and education. The book also examines the beliefs of two major American institutions responding to late-20th-century change in characteristically different ways, and unmasks the illusion that Americans have a common language. In order to think intelligently about how best to prepare the next generation for productive lives, it is necessary to define both the relationship between business and education and its proper limits. The book combines the features of a dictionary, with more of the conditions in place that support organizational learning and integrating processes; (2) the existence of these organizational learning and integrating processes enables more innovative teaching practices; and (3) as a result, the presence of organizational conditions enables schools to adopt more innovative teaching practices, both directly and indirectly. Finally, the transition to SBM requires pervasive and deep changes (change in almost all aspects of the organizations and a fundamental change in people's understanding). (Contains 31 references.) (LMI)

ED 413 656   EA 028 755

Arrasmith, Dean G.; Davis, Ann E.
Indicator Sets for the Information Planner.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Academic Standards; Early Childhood Education; Education Work Relationship; *Educational Environment; *Educational Improvement; Educational Planning; Elementary Secondary Education; Equal Education; Evaluation Criteria; Partnerships in Education; Rural Education; *School Effectiveness
IDENTIFIERS- Indicators

Information about the outcomes, processes, and context of teaching and learning are being used to plan and monitor school-improvement efforts in many schools. Meaningful information shared within a school community can effectively coalesce broad support for responsive school-improvement efforts. An information planner is being developed by the Northwest Regional Educational Laboratory to support the important use of school-community information captured in indicator systems. In order to help school-planning teams focus on potentially relevant indicators, the information planner will suggest sets of indicators keyed by the potential purpose and context of the school-planning teams using the system. This report includes the sets of indicators that will be included in the information planner for effective schools, rural schools, early-childhood programs, and education-to-work programs. The appendix contains characteristics of effective schools, possible indicators, and guiding questions for using information from indicators. (LMI)

ED 413 657   EA 028 756

Volokh, Alexander; Snell, Lisa
School Violence Prevention: Strategies To Keep Schools Safe. Policy Study No. 234.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Catholic Schools; *Compulsory Education; Conservatism; Discipline; *Discipline Policy; Dropouts; Elementary Secondary Education; *Prevention; Private Schools; Privatization; *Public Schools; School Choice;

explains the basics of school finance and site-based budgeting--the sources of income, the keys and types of budgeting systems, and the areas of budgetary decision-making delegation. The second chapter offers suggestions for identifying roles and responsibilities, conducting needs assessment, and specifying the relationship between the central school district and the school site. Issues in budget planning, expenditures, controls, and accounting are discussed in the chapter 3. Chapter 4 presents a comprehensive case study of the methodologies and forms utilized by a school district in Michigan. An index and 32 figures are included. Appendices contain sample budgeting forms. (Contains 50 references). (LMI)

ED 413 676   EA 028 783

Rosenberger, Michal K.
Team Leadership: School Boards at Work.
PUB DATE- 97
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Board of Education Role; *Boards of Education; *Cooperative Planning; Elementary Secondary Education; *Governance; Group Dynamics; *Interprofessional Relationship; Meetings; *Politics of Education; Public Relations; Staff Development

Local school boards are responsible for the two most important issues in most people's lives--their money and their children. Why do school boards fail to develop into high-performance teams? Why do they often work as micromanagers rather than as moral and cultural leaders of their communities? This book explores the current state of board governance, identifies challenges to school boards, and describes opportunities to overcome them. The book contains questions to ask when allocating and budgeting resources and when dealing with pressure groups. Most chapters conclude with a board self-evaluation questionnaire. Following the introduction, chapter 1 addresses the challenges to educational governance (personal, social, organizational, political). Chapter 2 explains the political context of school governance. Chapters 3 through 5 address personal and group-interaction challenges, and chapter 6 discusses strategies for developing and maintaining harmonious relationships. Chapters 7 through 9 discuss meeting management and such governance tools as policies, budgeting, and long-range planning. Chapter 10 describes sociopolitical issues that boards need to understand to act as advocates for educational reform. Suggestions for developing better boards are summarized in chapter 11. Six figures, an index, and a list of educational associations and publishers are included. (Contains 75 references). (LMI)

ED 413 677   EA 028 784

DeMitchell, Todd A.; Fossey, Richard
The Limits of Law-Based School Reform. Vain Hopes and False Promises.
PUB DATE- 97
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

Piechowski, Michael M.
Emotional Giftedness: An Expanded View.
PUB DATE- 97
NOTE- 13p.; Paper presented at the World Conference of the World Council for Gifted and Talented Children (12th, Seattle, WA, July 29-August 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Children; Definitions; Elementary Secondary Education; *Emotional Development; Empathy; Ethics; *Gifted; *Moral Development; Personality Development; Psychological Patterns; *Social Cognition; *Student Characteristics; Values
IDENTIFIERS- *Emotional Intelligence; Roeper (Annemarie)

This paper discusses an expanded definition of the concept of emotional giftedness in children as defined by Annemarie Roeper. In contrast to examples of academic and artistic prodigies, cases are reviewed that illustrate less tangibly measured examples of children's giftedness, such as expressions of compassion, moral sensitivity, positive maladjustment, loyalty, resistance to victimization, forgiveness, awareness of an inner life, genuine life of prayer, and the realization that all the answers lie within. Roeper's original concept is further expanded to include spiritual giftedness, the special affinity for inwardness and a natural aptitude for spiritual awakening. (Contains 19 references.) (CR)

ED 413 696 EC 305 965

Daley, Christine E.; Nagle, Richard J.; Onwuegbuzie, Anthony J.
PASS Model Processes of Children with Emotional Disability.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attention Span; *Cognitive Style; *Disability Identification; Elementary Secondary Education; *Emotional Disturbances; *Evaluation Methods; *Student Characteristics; Student Evaluation; *Test Validity
IDENTIFIERS- Cognitive Assessment System (Niggler); PASS Model (Luria)

The cognitive styles of 40 children (ages 8-17) with serious emotional disturbance (SED) were investigated via their performance on Planning-Attention-Simultaneous-Successive (PASS) model tasks as represented by the Das-Niggler Cognitive Assessment System (CAS). In the study, the children with SED and 40 typical children were administered the 14 subtests of the CAS Standardization Edition. The two groups were matched according to age, race, and sex. Findings revealed significant differences between the two groups, in favor of controls, across the four PASS model scales and 12 of the 14 CAS subtests, which demonstrated that the children with SED had consistent cognitive weaknesses relative to the controls. Cluster analysis of the performance of children with SED yielded a two-profile solution, which suggested the presence of a subgroup that was higher functioning and had attention disorders, and a lower functioning, more disturbed subgroup. Overall results from the study indicate the CAS appears to provide a promising alternative to traditional assessment

The Special Education Accountability Commission. Final Report to the Legislature, Governor and State Board of Education of Nebraska .
PUB DATE- 96
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Disabilities; *Educational Change; Educational Innovation; Elementary Secondary Education; Outcomes of Education; *Prevention; *Program Costs; School District Spending; *Special Education; State Aid; State Programs
IDENTIFIERS- *Nebraska

This final report of the Nebraska Special Education Accountability Commission presents recommendations for reforming the state's special education system. The tasks of the commission were to develop recommendations for a new funding system for special education which would be identification and placement neutral, to encourage preventive services, to assure adequacy of funding to meet the needs of student with disabilities and those needing support services, to ensure equity in services available to students across the State, and to contain costs. The commission was also required to develop accountability recommendations. Final recommendations include: (1) a new funding system that integrates special education funding for school age and transportation programs into the State's general education equalization funding program; (2) placement of special education under the same budget limitation provision as general education; (3) tighter department definitions of educational benefit; (4) closer review and approval of the service of their party contractors; (5) new criteria for related services: (6) improved interagency cooperation in providing services for students ages 14-21; (7) having school districts set standards for student performance for all students: (8) providing appropriate modifications and accommodations for students with disabilities; (9) improved training of teachers in servicing students with more diverse needs; and (10) reporting of student outcome data. (CR)

ED 413 715 EC 305 989

Villani, Christine J.
Publicly Funded Special Education in Parochial/Private Schools.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Central Illinois Diocese Teacher Institute (Peoria, IL, October 14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; *Disabilities; Elementary Secondary Education; *Federal Legislation; Government School Relationship; Parochial SChools; *Private School Aid; Private Schools; *State Church Separation
IDENTIFIERS- *Agostini v Felton; *Aguilar v Felton; Elementary Secondary Education Act Title I; Supreme Court

This paper discusses Supreme Court decisions that have affected the ability of children with disabilities in private schools to receive publicly funded services. First, the court case of Aguilar vs. Felton, which found that Title 1 services provided to educationally deprived children in parochial schools

"Teaching Sociolinguistic Knowledge in Japanese High Schools" (Kiwamu Izumi). Book reviews are also included in each issue. (MSE)

ED 413 733 FL 024 455

Guerrero, Michael D.
A Critical Analysis of the Validity of the Four Skills Exam.
PUB DATE- 94
NOTE- 194p.; Doctoral Dissertation, University of New Mexico, Albuquerque.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Comparative Analysis; Construct Validity; Elementary Secondary Education; Grammar; Language Proficiency; Language Skills; *Language Tests; Listening Comprehension; Native Language Instruction; *Native Speakers; Reading Comprehension; *Second Languages; *Spanish; Spelling; *Test Reliability; *Test Validity; Vocabulary
IDENTIFIERS- *Four Skills Exam

A study evaluated the overall evaluative validity of the Four Skills Exam, a Spanish language proficiency test designed to ensure that bilingual education teachers in New Mexico can meet Spanish language demands in the bilingual education classroom. The test's construct validity was limited for several reasons. In designing a test capturing real-life language demands, developers did not operationalize the targeted demands effectively. The two objectively scored parts of the test yielded unacceptable reliability coefficients. Internal consistency of the subjectively scored parts was spuriously high due to a halo effect and absence of explicit scoring benchmarks. A moderately high correlation between aural and reading parts was found. One analysis found that examinees who grew up speaking Spanish and spoke it currently in the home performed no better than those lacking these experiences. Content identified for the test was not fully embedded, what was incorporated was being used for the wrong grade levels, and it was skewed toward vocabulary, spelling, and grammar. It is concluded that making valid inferences concerning the language abilities of the examinees based on test scores is difficult, the social consequences of using pass-fail scores are undesirable, and the test is not adequately filling its intended purpose. (MSE)

ED 413 734 FL 024 627

Hassall, Peter
Implementing EIL: The Medium Really Is the Message.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; Language Patterns; *Language Role; Language Usage; *Language Variation; *Majors (Students); Second Language Instruction; Undergraduate Study
IDENTIFIERS- *English as an International Language; International Pacific College (New Zealand); *World English

Two approaches to teaching English as an International Language both linguists and end-users of word-processing tools. Humor-based linguistic modules have been licensed by major software producers, and the lemmatizer has been used in lexicographic research since 1991. One tool provides disambiguation, tagging, and parsing functions. The system can describe various natural languages, including both Eastern European and non-Eastern European languages. Several Humor subsystems for different purposes (lemmatizing, hyphenating, spell-checking/correcting, grammar checking) are commercially available, and have been built into several major word-processing and full-text retrieval systems. An inflectional thesaurus and a series of intelligent bilingual dictionaries have also been developed. (MSE)

ED 413 753 FL 024 774

Volz, Norbert
CORDON - A Joint Venture Case Study.
PUB DATE- 95
NOTE- 10p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computational Linguistics; *Computer Software; Computer Software Development; Foreign Countries; *Language Patterns; *Language Research; Language Usage; *Languages; *Lexicography; Linguistic Theory; Program Descriptions; Word Frequency
IDENTIFIERS- European Union; *Language Corpora; Neologism

CORDON is a computerized system for tracing and documenting changes in the use and frequency of word forms within textual language corpora. In its new form currently under development, CORDON will address the emergence of neologisms, both new words and new terminology within special areas (generally new uses of existing words). The system detects a set of candidates for neologisms within a textual corpus through text annotation, lemmatization, and disambiguation and statistical analysis. The CORDON system is the effort of a consortium of five academic and five industrial partners or subcontractors. The majority of funding for the 2-year software development project will come from the European Union. The resulting product will be a useful and highly efficient tool, but will require regular maintenance to keep it current and close cooperation between academic and industrial partners. (MSE)

ED 413 754 FL 024 775

Jakopin, Primoz
EVA - A Textual Data Processing Tool.
PUB DATE- 95
NOTE- 4p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; Articulation (Speech); Classroom Techniques; *English (Second Language); Foreign Students; Instructional Materials; Intonation; *Language Processing; Language Rhythm; Listening Comprehension; Phonology; *Pronunciation Instruction; Second Language Instruction; Skill Development; *Speech Communication; Speech Skills; Teacher Education; *Teaching Assistants; *Time Factors (Learning)
IDENTIFIERS- Repetition (Language); *Time Expanded Speech

It is argued that slowed-down speech is a useful tool for teaching both listening comprehension and pronunciation to students of English as a second language. For listening comprehension, introduction of more, and longer pauses at grammatical boundaries allows more time for processing speech. The greater number of accented words and shorter grammatical constituents help the listeners to more easily relate the parts of the text to the whole. However, when using slowed-down speech for teaching listening, it is important to remember that slowed-down speech should always be followed by a repetition of the same utterance spoken at normal rates to avoid dependence on slow speech. Similarly, students can improve their own pronunciation by pausing more frequently and slowing down their articulation, particularly on stressed syllables. This not only helps overall rhythm and intelligibility, it can also be useful in mastering certain difficult consonants and consonant sequences. Examples of instructional materials used to train international teaching assistants are offered. Contains 8 references. (MSE)

ED 413 775 FL 024 885

Cormier, Monique C., Ed.; Francoeur, Aline, Ed.
Problemes et methodes de la lexicographie quebecoise (Problems and Methods of Quebec Lexicography).
PUB DATE- 97
NOTE- 206p.
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Contrastive Linguistics; Definitions; Dictionaries; English; Foreign Countries; *French; Ideology; Language Research; Language Usage; Language Variation; Languages for Special Purposes; *Lexicography; Linguistic Borrowing; Medicine; Newspapers; *Research Methodology; *Research Problems; Semantics; *Sociocultural Patterns; Sociolinguistics; Translation
IDENTIFIERS- *Bilingual Dictionaries; Canada; *Quebec

Papers on lexicographic research in Quebec (Canada) include: "Indications semantiques dans les dictionnaires bilingues" ("Semantic Indications in Bilingual Dictionaries) (Johanne Blais, Roda P. Roberts); "Definitions predictionnairiques de 'maison, batiment, et pavillon'" ("Pre-dictionary definitions of 'house, building, and pavillon'") (Helene D'Amours, Pierre Martel); "Ma nation, ton peuple, notre pays. Analyse lexicographique d'un corpus sociolinguistique quebecois" ("My Nation, Your People, Our Land. Lexical Analysis of a Quebec Sociolinguistic Corpus") (Nadine Vincent); "Le dictionnaire et l'ideologie dominante: le portrait des groupes marginaux" ("The Dictionary and Dominant Ideology: The Portrait of Marginal Groups") (Matthew Ball); "Traitement et evolution des termes world. Further research in this vein, particularly concerning immigrants learning English, has looked at re-creation of individual identity through discourse. Teachers can support the process of identity re-creation in the classroom using a variety of techniques, including individual student portfolio writing, dialogue journal writing, large-group discussion, small-group conversations, improvisational dialogues, and bringing public discourse into the classroom setting through discussion of news reports and articles on immigration. These can help learners become more conscious of the process of change in their lives and give them means for participation. (Contains 16 references). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 796 FL 801 201

Greenleaf, Connie; Gee, Mary Kay
Measuring and Comparing: A Content-Based ESL Unit.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Class Activities; Classroom Techniques; *Comparative Analysis; *English (Second Language); Grammar; Lesson Plans; Mathematics Instruction; *Measurement; *Measurement Equipment; Second Language Instruction; Teaching Guides; *Vocabulary Development
IDENTIFIERS- *Content Area Teaching

The materials in this unit include a teacher manual and student book for an 18-day English-as-a-Second-Language (ESL) unit in measurement and comparisons. The teacher manual contains a list of instructional objectives for the unit, daily lesson plans, vocabulary chart, metric conversion table, a series of class activities, signs for labeling activity stations in the classroom, and instructions for an ancillary activity in making comparisons. The student book contains visual aids, worksheets, and exercises. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 797 FL 801 202

Burns, Anne; Joyce, Helen; Gollin, Sandra
"I See What You Mean": Using Spoken Discourse in the Classroom: A Handbook for Teachers.
PUB DATE- 96
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Classroom Communication; Classroom Techniques; *Discourse Analysis; *English (Second Language); Foreign Countries; *Instructional Materials; Language Patterns; Language Research; *Oral Language; Research Methodology; Second Language Instruction; Teacher Developed Materials; Teaching Guides
IDENTIFIERS- *Authentic Materials

The handbook, arising from a research project on adult English-as-work when technology is added; (4) technical nonreliance--users should avoid relying too heavily on the expertise of technical gurus; (5) least cost--free software should be rigorously reviewed and users should plan on receiving limited or no technical support, since software freely available may disappear or fall victim to programmer neglect; and (6) best guess-roulette creative and effective solutions evolve from combinations of technologies only possible from experimentation. (DB)

ED 413 815 HE 030 718

Malone, Bobby G.; Malm, Loren D.; Nay, Fred W.; Oliver, Brad E.; Saunders, Nancy G.; Thompson, Jay C.
Observation of Instruction via Distance Learning: The Need for a New Evaluation Paradigm.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Practices; Educational Technology; Educational Television; Evaluation Criteria; Evaluation Methods; *Faculty Evaluation; High Schools; Higher Education; *Instructional Effectiveness; *Interactive Television; Models; Teaching Methods; Telecommunications; Telecourses

The evaluation of instruction via distance learning at the high school and college level offers special challenges, particularly the evaluation of one-way video--two-way audio instructional programs. The role of the teacher is radically changed and teaching strategies and course design are particularly important in a distance leaning environment. Students must be prepared to assume more responsibility for their own learning since, usually, there is no opportunity for immediate clarification as in a normal classroom setting. The beginning of the class is particularly important in setting the stage for learning. Teachers also need to plan for as much student interaction as possible. Effective teaching includes intentional use of modeling behaviors and illustrations or demonstrations. Teachers must also make opportunities for checking student understanding at the most opportune time often accomplished via telephone or computer. In television instruction, the effective use of time must be evaluated differently, with more extended wait times when questioning distance students. Communication in a distance format minimizes the nonverbal component and raises the potential for erroneous interpretation. Independent practice to extend content is particularly important in the distance learning environment but is more difficult to incorporate into the lesson. Well-researched criteria are needed to evaluate the effectiveness of distance learning instruction. (Contains 38 references.) (DB)

ED 413 816 HE 030 719

Saunders, Nancy G.; Malm, Loren D.; Malone, Bobby G.; Nay, Fred W.; Oliver, Brad E.; Thompson, Jay C., Jr.
Student Perspectives: Responses to Internet Opportunities in a Distance Learning Environment.
PUB DATE- 97

area of higher education policy an enhanced understanding of the relevant research, practice, and experience of American higher education. The program consists of seminars, workshops, and advanced graduate study in European and American higher education policy. The institutions work collaboratively to exchange researchers, faculty, students, and scholarly or pedagogical materials, and to develop joint research or technical assistance/training activities. The report notes that students who participated in the program spoke highly of the exchange opportunity. However, one challenge still to be faced are differing European and American purposes; the American institutions emphasize opportunity to study abroad, while the European emphasis is on distance education. (Author/JLS)

ED 413 834 HE 030 739

Pimple, Kenneth D.
Teaching Research Ethics. A Workshop at Indiana University.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Curriculum Development; Ethical Instruction; *Ethics; Higher Education; Inservice Teacher Education; Moral Development; *Moral Values; Research Projects; *Research Universities; Science and Society; Scientific Research; Teacher Education Programs; Teacher Workshops; Values Education; World Wide Web
IDENTIFIERS- Committee on Institutional Cooperation

This report describes the project, "Teaching Research Ethics: A Workshop at Indiana University," an annual, intensive workshop designed to help university research scientists integrate the teaching of the responsible conduct of research into their curricula. The project worked closely with the Committee on Institutional Cooperation, an alliance of major midwestern research universities. Over 3 years almost 90 faculty members received intensive training in ethical theory, substantive issues in research ethics, and pedagogical techniques for teaching the responsible conduct of research. Project evaluation included pre- and post-workshop participant surveys in the first year; detailed workshop evaluations by participants every year; a report by an external evaluator annually, and sessions on assessment of student learning at each workshop. The project produced an annotated bibliography that was made available on the World Wide Web and a newsletter entitled "Trends" for workshop participants. Additional products included "Case Builder," a HyperCard stack designed to make it easy to test and modify interactive case studies and a booklet of materials, "Moral Reasoning in Scientific Research: Cases for Teaching and Assessment," for teaching and assessing moral reasoning. Appendices include the 1997 workshop evaluation, 1997 external evaluator's report, and the results of a poll on "Moral Reasoning in Scientific Research." (JLS)

ED 413 835 HE 030 740

Olds, Barbara M.; Miller, Ronald L.
Connections: A Model for Integrated Freshman Year Studies.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

receive aid as those in public four-year institutions; (3) "traditional" undergraduates (full-time, under 24, living on campus) were more likely to receive aid than other students; (4) full-time undergraduates in the lowest income quartile attending public institutions were more likely to receive aid than those in higher income quartiles. Narrative and 22 tables in the report cover: categories of aid recipients; institutional financial issues and characteristics (Carnegie classification, tuition, endowment); growth of institutional aid; and student characteristics (income, financial aid package, grade point average, race/ethnicity). A summary discusses the undergraduate and institutional characteristics associated with institutional aid. Two appendixes include a glossary and technical notes and methodology. (Contains 24 references.)(JLS)

ED 413 854 HE 030 766

Berkner, Lutz; Chavez, Lisa
Access to Postsecondary Education for the 1992 High School Graduates. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Black Students; *College Admission; College Applicants; College Attendance; College Bound Students; College Preparation; Educational Finance; Eligibility; *Enrollment Influences; Enrollment Trends; Family Characteristics; High School Graduates; *Higher Education; Hispanic Americans; Low Income Groups; Minority Groups; National Surveys; Paying for College; Socioeconomic Status; *Student Characteristics; Tables (Data)
IDENTIFIERS- Hispanic American Students; National Education Longitudinal Study 1988

This report uses data from the National Education Longitudinal Study of 1988 to examine 1992 high school graduates' access to postsecondary education in 1994, 2 years after high school graduation. An overview of the postsecondary enrollment rates of graduates by family income, race/ethnicity, and parental levels of education is followed by an analysis of the factors associated with the relatively low four-year college enrollment rates of Hispanic, black, and low-income students. The findings include: (1) the differences by income and race/ethnicity in the four-year enrollment rates of college-qualified high school graduates are eliminated among those students who have taken college entrance examinations and completed an admission application; (2) high school graduates with low-income parents are able to attend four-year colleges at the same rates as students from middle-income families, if the low income students follow the usual requirements for consideration and admission; (3) college-qualified low-income students, once accepted to four-year colleges, are as likely to enroll as *middle- and high-income students; and (4) barriers to a four-*year college education for low-income high school graduates appear to include low educational expectations and poor academic preparation. Appendix A is comprised of a glossary and Appendix B is comprised of technical notes and methodology. (JLS)

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communications Satellites; Distance Education; Educational Finance; *Educational Technology; *Educational Television; Elementary Secondary Education; *Grants; Higher Education; *Public Schools; Public Television; *State Programs; *Telecommunications
IDENTIFIERS- Missouri; Technology Integration; *Video Instr Develop Educ Opportunity Prog MO

The Video Instructional Development and Educational Opportunity (VIDEO) Program encourages all public educational institutions in Missouri to supplement educational opportunities through the use of telecommunications technology, including instructional television programming and satellite broadcast instruction. Three subprograms within the VIDEO program are: (1) grants to public school districts, public institutions of higher education, and public broadcast television stations for equipment and instruction; (2) development of instructional programs to be transmitted through the airways or by cable television, available free of charge to the public; and (3) development of instructional programs to be made available on a subscription basis. An institution or organization may access VIDEO funds in five ways: initial access grants, extension grants, broadcast grants, program development grants, and discretionary grants. When the VIDEO program first awarded grants in 1989-90, 458 local education agencies, 21 institutions of higher education, and 5 public broadcasting stations applied for and received approximately $4,500,000 in initial access and broadcast grants. In the 1995-96 school year, nearly $3.7 million dollars was allocated to local education agencies, institutions of higher education, public broadcasting stations, program development/distribution, and the VIDEO/Technology Conference. The program summary also lists members of the VIDEO committee for 1995-96 and their term expiration dates. (SWC)

ED 413 872 IR 018 622

Moran, Barbara B.
Preparing Tomorrow's Health Sciences Librarians: Feasibility and Marketing Studies. Final Report.
SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, MD.
PUB DATE- 97
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; Educational Objectives; Educational Quality; Information Science Education; *Library Education; Library Schools; Lifelong Learning; *Medical Libraries; Medical Research; Models; *Professional Training; Program Evaluation; *Relevance (Education); Surveys
IDENTIFIERS- Grant Recipients; Health Sciences; National Library of Medicine MD; University of North Carolina Chapel Hill

With the support of a planning grant from the National Library of Medicine, the University of North Carolina at Chapel Hill (UNC) School of Information and Library Science (SILS), in collaboration with the UNC Health Sciences Library and the Program in Medical Informatics, evaluated five curricular

The Vocational Interest Structure of Taiwanese High School Students.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (105, Chicago, IL, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Comparative Analysis; *Cultural Differences; Foreign Countries; *High School Students; High Schools; Models; *Occupational Aspiration; *Vocational Education; *Vocational Interests
IDENTIFIERS- *Hollands Hexagonal Model; *Taiwan

The structure of the vocational interests of Taiwanese high school students was examined by using three models of occupational interest: Holland's hexagonal model; Gati's hexagonal model; and Rounds and Tracy's three-class partition model. A two-stage cluster sampling procedure was used to select the study participants. After 2 high schools had been randomly selected in each of Taiwan's 22 counties, 1 class in each of the 44 high schools was randomly sampled. A total of 1,861 students (788 males and 1,073 females) who planned to enter a college/university were selected to complete the Chinese Vocational Interest Inventory, which is based on Holland's six-scale typology of occupational choice. Within the study sample, most boys had realistic and investigative interests whereas most girls had artistic and investigative interests. Analysis of the Taiwanese student's responses considered the unique features of Taiwanese culture and was based on multidimensional scaling and the technique of order prediction. The analysis established that Gati's hierarchical model of vocational interest, which organizes Holland's six types of vocational interests into three clusters (realistic-investigative, artistic-social, and enterprising-conventional), is best for interpreting the vocational interest structure of Taiwanese high school students. (Contains 32 references) (MN)

ED 413 422 CE 074 966

Proprietary Schools: Analysis of Comments Received from an Association of Schools.
PUB DATE- 97
NOTE- 14p.; For a related document, see ED 408 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cosmetology; Employment Projections; *Federal Aid; *Labor Needs; *Labor Supply; *Loan Default; Postsecondary Education; *Proprietary Schools; Relocation; Student Costs; *Student Financial Aid; Vocational Education

The American Association of Cosmetology Schools (AACS) criticized the General Accounting Office (GAO) report which stated that federal student financial aid was being spent to train proprietary school students for oversupplied occupations. The GAO defended the following findings: (1) an occupation-specific training program that lacked a general education component made proprietary school graduates less versatile and limited their opportunities for employment beyond their field; (2) proprietary school graduates were less motivated to relocate; (3) there were labor supply oversupplies, since its research went beyond the "Occupational Outlook Handbook" to compare job openings expected with the corresponding number of postsecondary graduates who completed training programs in 12

ED 413 441 CE 075 035

Askov, Eunice N.; Hoops, John; Alamprese, Judith
Assessing the Value of Workforce Training. A Guide for Small and Mid-sized Companies and the Providers that Serve Them.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 97
NOTE- 46p.; Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Continuing Education; Educational Resources; Evaluation Methods; *Guidelines; Models; *On the Job Training; Program Development; Program Evaluation; *Small Businesses; Training Methods

This booklet provides an introduction to evaluating a work force training program, both to assess its impact and to improve its effectiveness. The guide provides instructions for assessing a single training program, rather than a training department in a company or a training provider. It is targeted at small and midsized companies and the providers that serve them (such as community colleges). The guide is organized in four sections. The first section lays out the entire training process and identifies how and where this guide can help in that process. The second section provides an introduction that defines evaluation and explains its value. The third section presents 10 steps for designing and implementing a training evaluation: establish provider-customer relationship, gain key stakeholder involvement, identify training goals and objectives, specify outcomes, examine inputs and processes, identify data required, collect data, analyze data, interpret data, and use and report data. The fourth section of three appendixes contains the following: (1) an annotated list of 14 training evaluation resources; (2) lists of the National Workforce Assistance Collaborative's board and councils; and (3) lists of the collaborative's products and services. (KC)

ED 413 442 CE 075 036

Silverberg, Marsha K.
Building School-to-Work Systems on a Tech-Prep Foundation. The Status of School-to-Work Features in Tech-Prep Initiatives.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 96
NOTE- 63p.; For a related document, see CE 075 037.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Consortia; Cooperative Planning; Data Collection; *Education Work Relationship; High Schools; Higher Education; Models; National Surveys; Program Implementation; *School Business Relationship; Staff Development; Student Placement; *Systems Approach; Tables (Data); *Tech Prep; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

Data from annual surveys of Tech-Prep consortia that were

NOTE- 312p.; Master of Science Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adult Day Care; Alzheimers Disease; Behavioral Objectives; Certification; Competence; *Competency Based Education; *Curriculum Development; Curriculum Guides; Frail Elderly; Learning Activities; Mental Disorders; *National Standards; *Occupational Home Economics; Pilot Projects; Pretests Posttests; Secondary Education; *State Standards; Student Attitudes
IDENTIFIERS- Oklahoma

This document describes a practicum that was conducted to develop a training program appropriate for adult day care program aides that would meet Oklahoma state certification requirements and national standards. The training curriculum for use in delivering onsite competency-based training to students studying to become adult day care program aides was developed on the basis of information gathered during a review of the literature on existing adult day care programs, models, and approaches and interviews with adult day care providers in Oklahoma. The curriculum and training guide were successfully pilot tested at a licensed Oklahoma day care center. Appendices contain the following: a map detailing Oklahoma's state adult day care service locations; a training survey for inservice adult day care program aides; an application for the program; a training guide for adult day care program aides; and a final version of the preliminary survey post survey. The training guide includes units on the following topics: principles of adult day care; target population; administration and organization; personal care; services; staffing; facility and environmental and safety considerations; and techniques of serving individuals with Alzheimer's disease and other dementias. Each unit contains some or all of the following: trainer responsible, time estimate, handouts, objectives, and definitions of key words. Contains 23 references. (MN)

ED 413 461 CE 075 063

Martinez, Paul
Improving Student Retention: A Guide to Successful Strategies.
PUB DATE- 97
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Students; Ancillary School Services; Computer Uses in Education; Curriculum Development; *Dropout Prevention; *Educational Diagnosis; *Enrollment Management; Followup Studies; Foreign Countries; Guidelines; Guides; Persistence; Postsecondary Education; *Potential Dropouts; Resource Allocation; *School Holding Power; Student Attrition; Student Evaluation; Student Motivation; Teacher Role; *Technical Institutes; Tutoring; Vocational Education
IDENTIFIERS- Great Britain

This guide is designed to share the experiences of 25 British further education colleges and adult education services that have developed demonstrably successful strategies to improve student retention. An introduction discusses the report's background, content, and format. The format mixes thematic

DESCRIPTORS- Accountability; *Adult Education; *Adult Learning; *Adult Students; Case Studies; Classroom Techniques; Educational Principles; Educational Theories; *Evaluation Methods; Popular Education; *Student Evaluation; Student Participation

This book, which is designed to help adult educators in all settings determine the effectiveness of the teaching and learning occurring in their programs, uses real-life case studies to illustrate the application of an evaluation and accountability model based on the principles and concepts of popular education. The book begins with a preface providing a brief overview of the principles of popular education. The following topics are discussed in the book's seven chapters: the work done by specialists at the Jubilee Popular Education Center in Raleigh, North Carolina, in the area of evaluating adult learning; principles of evaluation, the genesis of accountability, and the theory of impact; use of the proposed process in planning and evaluating adult education programs; selection of those components of the accountability process that are applicable to the context and configuration of the specific program being evaluated; the impact of the Jubilee approach to popular education, as determined by an evaluation based on the proposed accountability model; application of the accountability process at the Jubilee center; and reflections on the proposed evaluation model and the evaluation of popular education. Illustrative case studies and 32 tables/figures are included. The bibliography contains 22 references. (MN)

ED 413 480 CE 075 109

Westermarck, Harri
AR, HEA and AAS in Rural Development Projects--Benchmarking towards the Best Processes.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual International Conference of the Community Development Society (29th, Athens, GA, July 27-30, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agribusiness; *Agricultural Production; Agricultural Trends; Benchmarking; Biotechnology; College Role; Ecology; Economic Development; Foreign Countries; Higher Education; Research Projects; *Research Utilization; Rural Areas; *Rural Development; Rural Environment; *Rural Extension
IDENTIFIERS- *Finland

In most countries, agricultural research (AR), institutions of higher education in agriculture (HEA), and agricultural advisory services (AAS) function as separate agencies. So far, in most countries, AR, HEA, and AAS have not had a common vision for rural development. In Finland, domination of agricultural production in Finland has led to a lack of effort to develop other economically viable enterprises for rural areas. The Regional Development Act 1993 is characterized by a shift from a project approach to a program-based, integrated territorial policy. The goal of the rural policy is to revitalize the countryside. An efficient higher education program is needed to produce qualified researchers to tackle rural problems; a well-functioning rural advisory system is needed to transfer the results for the benefit of rural areas. Universities can provide a multidisciplinary approach to combine conflicting values into a framework in action. The final products of rural development activities must be

Sundaraman); "Innovations in Literacy Practice in Nepal"; "Case Study of Bihar Mahila Samakhya" (Sujita); "Some Notes on Nonformal Education for Women in Thailand" (Leesuwan); "German Government Organization for Technical Cooperation/Basic Education for Afghan Refugees--Female Literacy" (Adam); "The Education Forum's Literacy-Numeracy Program" (Sipin); "Some Tips in Doing Literacy Work" (Doronila); "Maori Development Committee of the Adult Reading and Learning Assistance" (Grey); "Korean Research Institute for Women's Life" (Chan); "The Literacy Circle" (Sundaraman); "Development of Methods and Instructional Materials for Women in Bangladesh" (Kabeer); "On Language and Indigenous Knowledge"(Doronila); "Language and Representation" (Rampal); "Development of Literacy Learning Materials for Women" (Thong); "Choice of Words for Literacy Curriculum and Materials"; "Analysis of Total Literacy Campaign Primers" (Patel); "Incorporating Health Education in Literacy Efforts" (Sundaraman); "The Content of Functional Knowledge in Literacy Programs for Women in Vietnam" (Thai, Bui); "Impact of Literacy on Women in India" (Dighe); "Concerns on Literacy Practices in Bangladesh"; "Theory and Practice of Women's Literacy in Bangladesh: Problems and Issues" (Latif); "Women's Empowerment Strategies in Post-Literacy Campaigns--Some Experiences from Tamil Nadu" (Sudha); "Problems of Literacy Programs in Nepal"; "Summary of the Main Points Raised in the National and Regional Seminars"; "The Challenges Ahead" (Ramdas); and "Summary of the Main Issues Discussed in the Second Day of the Regional Seminar" (Doronila). (MN)

ED 413 498   CE 075 153

Pearson, R.; Perryman, S.; Connor, H.; Jagger, N.; La Valle, I.
The IES Annual Graduate Review 1997-1998: The Fragmenting Graduate Market.
PUB DATE- 97
NOTE- 64p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Career Development; College Admission; *College Graduates; *Education Work Relationship; *Employment Opportunities; *Employment Patterns; Employment Projections; Foreign Countries; Futures (of Society); Higher Education; *Labor Market; Labor Needs; Outcomes of Education; Student Financial Aid; Tables (Data); Trend Analysis
IDENTIFIERS- *United Kingdom

Data collated by the University of Sussex (England) Institute for Employment Studies were examined to identify trends and issues in higher education (HE) and the graduate labor market in the United Kingdom. The analysis focused on the following: higher education and the changing graduate labor market; the traditional pool of candidates for HE; admissions to degree courses; graduate output; student finances; graduates' movement into employment; and longer-term career patterns. The rate of participation in HE was discovered to have risen from 12% in the early 1980s to more than 30% in 1996-1997. In 1997, more than 150,000 graduates moved into employment, entering an ever-widening range of occupations and careers. Although many graduates reported difficulties moving into permanent jobs of the type and level they were seeking, one in three of the major recruiters contacted reported difficulties recruiting graduates in 1997. HE graduates were taking longer to settle into the labor market than previously and were in many cases moving into

"Dick and Jane at Work" (W. Norton Grubb) examines the intersection of three concerns: New Vocationalism, literacy and illiteracy, and innovation in teaching. "'It's Not Your Skills, It's the Test'" (Marisa Castellano) explores how test-taking literacy acts as a roadblock to women's attempts to work in the skilled trades. "Widening the Narrowed Paths of Applied Communication" (Mark Jury) suggests an alternate view of communication as engaged linguistic activity and negotiated understanding. "Complicating the Concept of Skill Requirements" (Charles Darrah) argues that the concept is far from a "natural" category for analyzing work. "If Job Training is the Answer, What is the Question?" (Juliet Merrifield) shows job training did not make a big difference in subsequent employment of displaced women workers. "High Performance Work Talk" (Oren Ziv) argues that restructured workplaces require finely-tuned oral language abilities. "Nurses' Work, Women's Work" (Jenny Cook-Gumperz, Karolyn Hanna) explores the impact of new technologies on hospital nursing practice. "Finding Yourself in the Text" (David Jolliffe) offers a framework for analyzing workers' "identity formation" in workplace documents. "Teamwork and Literacy" (Sylvia Hart-Landsberg, Stephen Reder) illustrates how literacy practices evolve in tandem with the social settings of which they are a part. A contributors' list and index are appended. (YLB)

ED 413 516   CE 075 241

Dugoni, Bernard; Lee, Lisa; Tourangeau, Roger
Report on the NLSY Round 16 Recall Experiment. Discussion Paper.
SPONS. AGENCY- Bureau of Labor Statistics, Washington, DC.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Data Collection; Employment Level; *Interviews; *Longitudinal Studies; National Surveys; *Recall (Psychology); *Reliability; *Research Methodology; Research Problems; Statistical Analysis; Tables (Data)
IDENTIFIERS- *National Longitudinal Survey of Youth

During round 16 of the National Longitudinal Survey of Youth (NLSY), 900 NLSY sample members were randomly assigned to be interviewed about the period since their round 14 interview. Their responses were compared to those of approximately 8,000 NLSY sample members who were assigned to be interviewed about the 1-year period since their round 15 interview. The interviews covered the following: number of jobs reported by respondents; number of gaps between jobs; and reported receipt of unemployment benefits, Food Stamps, or Aid to Families with Dependent Children payments. The 2-year recall period had little discernible effect on means and proportions for the sample as a whole; however, a closer examination of the results revealed substantial errors in the reports covering the 2-year period. The discrepancies in reports concerning the material covered in both rounds 15 and 16 were especially marked among respondents with complicated job and receipt histories. On average, such respondents reported fewer jobs and lower receipt of benefits/payments in their round 16 interview than in their round 15 interview. (Contains 12 references. Appended are 19 tables detailing the following: standard errors; subgroup results; and logistic regression models.) (MN)

ED 413 517   CE 075 242

counseling strategies that address issues of gender, race, and class are derived from career development theory. The importance of the role of the classroom teacher, who may be even more influential than the guidance counselor, is stressed. Contains 77 references. (SK)

ED 413 534 CE 075 280

Bardine, Bryan
A Review of "A Study of the Spelling Development of Adult Literacy Learners Compared with that of Classroom Children."
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Comparative Analysis; Educational Strategies; Elementary Education; *Elementary School Students; *Literacy Education; *Skill Development; *Spelling; Spelling Instruction

In 1995, Neva M. Viise compared the spelling development of 195 child and 124 adult literacy learners by examining their spelling errors. Children and adults showed similar mastery in recognizing consonants and short vowel inclusions; however, the adults experienced much more difficulty marking syllables in words and were more likely to omit vowels in their spellings. Adults were also more likely to err in their use of marked endings. In general, however, adults appeared to have a better understanding of prefixes and suffixes and manifested a higher rate of mastery of certain spelling features and contractions. Students in both age ranges generally learned and understood single beginning and end consonants before they were able to master double consonants or double consonant clusters. The following conclusions were drawn from Viise's study: (1) adult students must be given sufficient time to master the most basic spelling features of English; (2) spelling is best taught as part of the writing process; and (3) spelling development is helped by allowing students to use invented spelling. It is helpful to identify learners' position in terms of the four developmental stages of spelling identified by Vacca, Vacca, and Gove: the prephonemic stage, the phonemic stage, transitional spelling, and conventional spelling. (MN)

ED 413 535 CE 075 281

Make Lemonade. Author: Virginia Euwer Wolff. Trade Book Teaching Ideas from the OLRC Reading Group. Teacher to Teacher Series.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Classroom Techniques; *Learning Activities; *Literacy Education; Reading Materials
IDENTIFIERS- *Make Lemonade

The book "Make Lemonade," by Virginia Euwer Wolff, consists of 66 short chapters in which a stream of consciousness-like style is used to tell the story of a young unwed mother of two children and her 14-year-old babysitter who wants to earn money to

Each of the 16 guidelines appearing in this document includes criteria for determining to what extent the guideline has been met. Space is available for educators to record whether or not the guideline has been implemented. Five appendices provide a description of key terms, education programs and services, excerpts from a survey on student development, and standards of competence. (RJM)

ED 413 554 CG 028 097

Hall, Deborah Morgan
A Study To Determine the Effects of the Negative Aspects of Students Enabling Their Peers.
PUB DATE- 95
NOTE- 59p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescents; Females; High Schools; *Intervention; Peer Influence; *Peer Relationship; Program Descriptions; Sex Differences; *Student Behavior; *Substance Abuse; Youth Problems
IDENTIFIERS- *Enabling

The purpose of this research was to determine the effects of educating students on the negative aspects of enabling their peers. Enabling is any action taken by a concerned person that removes or softens the effect of a harmful consequence. For this study, 24 students (21 females) who were characterized as "Natural Helper" students at a rural, isolated, low-income high school, had their enabling behavior measured. The control group comprised 12 students; the experimental group comprised 12 students as well. The evaluation data indicated that the students' practice of enabling decreased after the implementation of education, although at one level of significance, the two groups showed no significant differences. The males in the experimental group seemed to benefit more from the education program than did the females. Statistical findings for the experimental group suggest that the males were enabling more than the females at the beginning and end of the study. (RJM)

ED 413 555 CG 028 106

Swirkowski, William J.
Diversity in Higher Education - I: The Hmong Experience.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Case Studies; *College Students; *Cultural Pluralism; Higher Education; *Hmong People; *Males; Qualitative Research; *Student Adjustment; Student Attitudes; Student Needs

Hmong students represent how a relatively infant culture in the United States adapts to the education system. A study of three Hmong male university students and how they dealt with diversity on a personal and social level is presented here. The intent was to explore Hmong men's experience in college with their potential need to utilize student counseling services. Each student was interviewed twice (one hour per interview) regarding personal accounts of their life histories, immigration, and college experience. The men were first-generation students with little academic preparation who grew up never intending to go to college. Interview results indicate including DISTAR (Direct instruction System for Teaching Arithmetic and Reading) and DISTAR Language (Direct Instruction System for Teaching and Remediation). After an introduction, chapters in the book are: (1) "Teaching: The Roots of Direct Instruction"; (2) "Features of DI Instructional Programs"; (3) "Myths about Direct Instruction"; (4) "Background for the DI Meta-Analysis"; (5) "Results of the DI Meta-Analysis"; (6) "Project Follow Through" (a federally funded program to evaluate different approaches to educating economically disadvantaged K-3 students); and (7) "Additional Documentation." The book notes that the commercial Direct Instruction programs were successful with the full range of teacher and student populations. Contains 86 references and numerous tables of data. Appendixes contain a list of Direct Instruction Programs and a list of Direct Instruction articles by category. (RS)

ED 413 576 CS 012 965

Smith, Carl B.
Building a Strong Vocabulary: A Twelve-Week Plan for Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 194p.; Published with EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Affixes; Context Clues; Elementary Secondary Education; Higher Education; Instructional Effectiveness; *Learning Strategies; *Verbal Development; *Vocabulary Development; Word Study Skills
IDENTIFIERS- Foreign Words; Word Families

This book presents 12 strategies (focusing on one strategy a week) for students to increase vocabulary and boost communication skills, suggesting that these techniques can easily double the average person's vocabulary. After an introduction, the book presents the following 12 techniques: (1) "Expand on What You Know: Synonyms, Antonyms, and Homophones"; (2) "Build through Word Structure: Base Words and Prefixes"; (3) "Build through Word Endings: Base Words and Suffixes"; (4) "Find Related Words and Grow"; (5) "Gain Meaning from Context"; (6) "Say Exactly What You Mean"; (7) "Play the Analogies Game"; (8) "Create Word Maps and Word Webs"; (9) "Search for Treasure in Dictionaries and Thesauruses"; (10) "Learn More about Word Structure: Roots and Affixes"; "Discover Latin and Greek Word Families"; and (12) "Take a Foreign Tour: Words from Other Languages." An epilogue, "Keep Building Your Vocabulary: An Ongoing Process," is attached. (RS)

ED 413 577 CS 012 966

Thogmartin, Mark B.
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing To Promote Reading Success. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 212p.; Foreword by Jim Trelease. Published with EDINFO Press. For the first edition, see ED 392 036.

As a result of increasing communication between the student staff of the Walk-In Service and new instructors enrolled in the course entitled Teaching Writing, Cornell University (New York) has instituted the Essay Response Consultation program. Freshman Writing Seminar instructors get free, private consultation about responding to student essays. Instructors interested in receiving more formal and focused consultation receive it from an experienced tutor who reads a set of papers in which the instructor has already commented. Although a relatively new program, a collection of observations have surfaced often enough to be noteworthy: instructors and tutors share many of the same concerns about student writing. In at least two cases, the initial discussion of the effectiveness of comments on the particular set of papers turned into a general discussion of teaching. Tutors have offered observations about balance in essay response--balance between comments about content and structure, between attention to argument and style, between praise and critique. Tutors who have participated have gained a greater appreciation of how hard grading really is, and that the validation of quality work with student writers works both ways. Program participants have come to value collaborative learning among instructional staff. Writing instructors come closer to the goals of having clearer conversations with their students on paper and becoming more approachable in individual conferences. (RS)

ED 413 597   CS 216 067

Blair, Kristine L.
Technology, Teacher Training, and Postmodern Literacies.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Electronic Text; English Teachers; Evaluation Methods; Higher Education; Hypermedia; *Teacher Education; *Writing Evaluation; *Writing Instruction; Writing Processes
IDENTIFIERS- *Computer Assisted Writing; Postmodernism; *Technology Integration

With many English teachers now opting to teach writing and literature courses in electronic environments, some of the teachers' most significant experiences in these environments have stemmed from their attempts to make technology available as a literacy tool for culturally diverse student populations. Computer-mediated communication can broaden the definition of writing to include concepts of multimedia and multi-literacy and address the necessary integration of text and visuals and foregrounding the elements of electronic environments requiring revision of teacher and student responses to students' texts. A writing assignment in an upper-level course in professional communication shows the need to work with student writers to develop revised evaluation practices and criteria that acknowledge collaborative writing, revising, and responding within an electronic medium as well as the ability to integrate visuals, texts, and sound to address the shifting definitions of literacy fostered by electronic writing classrooms. Although students and their teachers need to learn to view non-linear, multimedia, hypertextual communications as "writing," the

Schwartzman, Roy
"Telogology" as a Rhetorical Basis for Holocaust Education.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anti Semitism; Foreign Countries; Higher Education; *Language Role; *Language Usage; *Metaphors; Modern History; Nazism; Racial Bias; *Rhetorical Criticism
IDENTIFIERS- Burke (Kenneth); Classical Rhetoric; Genocide; German History; Germany; Holocaust; *Holocaust Studies; *Public Discourse; Textual Analysis

Pointing out that the growing body of literature on the Holocaust has been accompanied by concern about how knowledge of the Holocaust may be conveyed, this paper argues that elucidating links between terminology and policy invites reconsideration of what Holocaust studies should accomplish. Close textual analysis of historical artifacts is used as a prelude to constructing alternatives to rhetoric that culminates in destructive action. Using Kenneth Burke's concepts of "telos" and "logology," it traces the biologically rooted terminology of anti-Semitism in Nazi Germany as it built toward a crescendo of eliminating populations deemed racially inferior. The paper contends that identification of key metaphors--in this case, biological and medical terms--can reveal how linguistic resources that foster bigotry and genocide persist without necessarily becoming manifest in overt acts of violence. Topics discussed include: the philosophy and method of telogology and its roots in classical Greek rhetoric; the unfolding rhetorical telos toward genocide; and pedagogical applications and exercises--concrete methods for constructing responses to the terminological and ideological choices presented via the rhetorical telos, i.e., metaphorical redirection and comic reframing. The paper concludes that the challenge facing those who engage in Holocaust studies is to cultivate an accurate understanding of the past while trying not to relive it, and that telogology, by concentrating on evolving patterns of language use, offers a way to appreciate how momentum built toward a mentality that would treat genocide as a logical outcome and necessary consequence of racial doctrines. Contains 40 references. (NKA)

ED 413 618 CS 509 632

Allen, Irving Lewis
Unkind Words: Ethnic Labeling from "Redskin" to "WASP."
PUB DATE- 90
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Context; *Ethnic Bias; *Ethnic Groups; *Ethnic Relations; *Labeling (of Persons); Language Role; *Language Usage; Popular Culture; Social History
IDENTIFIERS- *Americanisms; Epithet; *Historical Background; Offensive Speech; Public Discourse; Slang

This book, a cultural, thematic, and sociolinguistic study of ethnic labeling in American popular speech and usage, probes for the source of the modern ethnic slur. Providing insight

alphabetically arranged entries, and an interconnected series of essays. Questions for discussion conclude each of the 24 sections. Appendices contain topical guides. (LMI)

ED 413 639 EA 028 684

Labaree, David F.
How To Succeed in School without Really Learning: The Credentials Race in American Education.
PUB DATE- 97
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; *Credentials; Educational Assessment; Educational History; Elementary Secondary Education; Equal Education; Free Enterprise System; Higher Education; Role of Education; *Social Mobility; *Social Stratification; Sociology; *Student Certification; Student Placement; Teacher Supply and Demand; Teaching (Occupation)

Getting ahead and getting an education are inseparable in the minds of most Americans. Social mobility lies at the core of the American dream, and educational opportunity is the primary avenue by which to realize this dream. This book suggests that it is time to consider whether the connection between schooling and social mobility is doing more harm than good. The process of getting ahead often interferes with getting an education, and the process of getting an education frequently makes it harder to get ahead. Chapter 1 presents the major themes and primary interpretive framework based on Max Weber's status-competition theory. Chapters 2-4 focus on the sorting and selecting of students within schools, examining the historical roots of these processes, their consequences for both schools and society, and the implications of this analysis for an understanding of the schools today. Chapter 5 locates "Turning Points," a 1989 Carnegie report on middle schools, within the historical tradition of Carnegie efforts to shape U.S. educational policy in the 20th century. Chapter 6 demonstrates that the teacher-professionalization movement is likely to have a negative impact on American education and its constituents. Chapters 7-8 explore the ways in which market-based processes of sorting and selecting have affected the historical development of American high school teaching, the community college, and the education school. Chapter 9 argues that the issue of status is central to the problems facing education schools and teacher education in the United States. The final chapter focuses on the consumerism and credentialism that characterize contemporary education in the United States. An index and chapter notes are included. (Contains 335 references.) (LMI)

ED 413 640 EA 028 685

District of Columbia Public Schools: Student Enrollment Count Remains Vulnerable to Errors. Report to the Chairman, Subcommittee on the District of Columbia, Committee on Government Reform and Oversight. House of Representatives.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance Records; Compliance (Legal); Data

*Violence

School violence is an increasingly serious problem, especially in big cities and public schools. This publication surveys popular methods of violence prevention and divides them into three classes: school-management measures, environmental modification, and educational and curriculum-based measures. The review also considers structural conditions that influence whether schools adopt the most appropriate antiviolence methods for their needs, and examines the ways in which public and private schools differ. The conclusion is that there is no one-size-fits-all solution, and that disciplinary methods in public schools are constrained by procedural roadblocks to punishment. Private schools, however, can require certain behavioral norms and implement disciplinary actions. The document describes examples of Catholic school discipline policies, based on interviews with principals of 10 Catholic schools. Finally, the document presents data to suggest that compulsory education laws may be contributing to violence in public schools. Repealing such laws at the high school level would alleviate school violence, improve the quality of education, would not flood the streets with delinquents, and would not appreciably increase crime in society at large. The publication encourages innovation and experimentation in schools through decentralization and deregulation. Because incentives matter, violence-prevention efforts must include some level of parental choice, and an emphasis on private, voluntary, contractual methods rather than on compulsory ones. Two figures and seven tables are included. (Contains 134 endnotes.) (LMI)

ED 413 658 EA 028 757

Community Strategies To Promote Safety in Schools. Town Hall Meeting.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Juvenile Gangs; Partnerships in Education; Prevention; *School Community Relationship; *School Safety; State Action; *State Programs; *Violence
IDENTIFIERS- *California

This document presents public testimony given at the town hall meeting held by California State Senator Teresa P. Hughes in Hawthorne, California in the state's 25th senatorial district on September 23, 1996. The meeting examined school safety programs that had been successful. A panel of elected officials, policy makers, researchers, and individuals from the public and private sectors heard testimony from children, educators, and families affected by crime and violence in schools. (LMI)

ED 413 659 EA 028 762

Keys to a Quality Education.
SPONS. AGENCY- Oregon Governor's Office, Salem.
PUB DATE- 97
NOTE- 49p.; Prepared by the Oregon Association of School Executives School Funding Coalition for the Governor's Quality Education Work Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

DESCRIPTORS- Charter Schools; *Collective Bargaining; *Court Litigation; Educational Equity (Finance); Educational Finance; *Educational Legislation; Educational Malpractice; Elementary Secondary Education; *Public Education; *School Law; *School Restructuring; Sexual Abuse; Student Needs; Teacher Rights; Unions

Although the law has been the vehicle for launching school-reform efforts, little attention has been paid to the ways in which legal mechanisms enable or constrain effective school reform; however, law-based school reforms (lawsuits, regulations, statutes, and collective-bargaining provisions) have not changed the fundamental character of the nation's schools. An introduction provides an overview of the history of school reform over the past 2 decades. Part 1 explores how unions and collective bargaining hinder school reform. Part 2 examines some of the legal mechanisms that hold the teaching profession accountable in some fashion to the public. Part 3 asks whether schools are ultimately designed to be workplaces for the benefit of adults or learning places where students' needs come first. One of the chapters discusses the inadequacy of legal remedies for sexual abuse in the schools. Part 4 of the book discusses the limitations of laws, courts, and legislatures in improving conditions in the nation's schools and it reviews three major legal reform initiatives: school-desegregation litigation, the school-funding lawsuits, and the charter-school movement. A table of cases and an index are included. References accompany each chapter. (LMI)

ED 413 678 EA 028 785

Michel, George J.
Building Schools: The New School and Community Relations.
PUB DATE- 97
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- College School Cooperation; *Community Relations; *Educational Cooperation; Educational Facilities; Elementary Secondary Education; Higher Education; Parent Participation; Partnerships in Education; Politics of Education; Religious Organizations; School Business Relationship; *School Community Relationship; *School Involvement; *School Restructuring; School Support; Systems Approach

Educational reform is revitalizing the ways in which the schools relate to the community. This book develops a framework for new school and community relations in response to the current reforms' emphasis on cooperation and collaboration. The book presents a systems approach to defining global, school, and community relations. Chapter 1 provides an overview of the history of educational reform from the 1950s through the mid-90s. Chapter 2 discusses the complex nature of school-community relations and the linkages between six different communities--the school, parent, business, university, political, and religious communities. Chapters 3 through 8 offer suggestions for dealing with each of the communities. Chapter 9 describes and evaluates 20 prominent educational reforms emphasizing the participation of professionals and citizens in school decisions. Changing school spaces and facilities are discussed in chapter 10. Chapter 11 examines the new demands on education, the contributions of Presidents Bush and Clinton, the disappointing results of reforms, and leadership failure and success. Each chapter contains suggested role-playing measures in acquiring a better understanding of the cognitive characteristics of children with SED, the nature of their abilities and disabilities, and appropriate strategies for the students' academic remediation. (Contains 74 references.) (Author/CR)

ED 413 697   EC 305 966

Wilczenski, Felicia; Barry-Schneider, Erin; Reddington, Tara; Blais, Kathleen; Carreira, Kristen; Daniello, Ann
Using Stakeholder Interviews To Evaluate Inclusive Education.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Educational Strategies; Elementary Secondary Education; Evaluation Methods; *Inclusive Schools; Interviews; Mainstreaming; *Outcomes of Education; Parent Attitudes; Physicians; Program Effectiveness; Qualitative Research; *Regular and Special Education Relationship; School Psychologists; *Social Integration; Student Attitudes; Suburban Schools; Teacher Attitudes; Urban Education
IDENTIFIERS- *Stakeholders

This study examined the meaning of inclusion to different stakeholder groups and implications for the identification of effective educational practices for students with disabilities. Twenty individuals involved in inclusive education in urban and suburban settings were interviewed, including regular education teachers, special education teachers, teacher aides, parents, a student, school psychologists, and a pediatrician. Interviewees were asked to focus on a child who had been successfully included. Analysis of the interviews identified major themes. For educational professionals, these themes included programmatic issues, volunteerism, teacher attitude, and negotiation among school personnel. Parents saw inclusion as the "gateway" to real world experiences and social development. The student also focused on peer relationships. The school psychologist focused on the issue of measuring educational outcomes and the pediatrician stressed the need for functional outcomes to increase personal independence. An attached table cites examples of educators' and parents' attitudes on peer assistance, resources, individualized programming, professional collaboration, attitudes, and inclusion goals. (DB)

ED 413 698   EC 305 967

Scherbert, Thomas G.
Language Intervention Strategies for Improving Communication Skills of Students with Severe Emotional Disabilities in a Public Elementary School.
PUB DATE- 96
NOTE- 57p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Communication Skills; Elementary Education; *Emotional Disturbances; *Interpersonal Communication; *Interpersonal Competence; Intervention; Language Skills; *Problem Solving; Public Schools; Resource Room Programs; Role Playing; Self Evaluation (Individuals); *Teacher Collaboration

This practicum was designed to improve the problem solving skills and social language skills of 19 elementary grade students with emotional disabilities through coordination of school violated the Establishment Clause, is reviewed. The paper then outlines the rights of children with disabilities who attend private schools under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Finally, the Supreme Court case Agostini vs. Felton, which overruled the Aguilar decision, is analyzed. This court case found that the Title 1 program does not result in governmental indoctrination, define its recipients by reference to religion, or create an excessive entanglement. Nor could the program be viewed as an endorsement of religion. Further legal basis for the Court's decision is provided. (CR)

ED 413 716   EC 305 990

Crudden, Adele; Fireison, Cara K.
Employment Retention after Vision Loss: Intensive Case Studies.
PUB DATE- 97
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); *Blindness; Career Counseling; Case Studies; Employer Employee Relationship; *Employment; Individual Characteristics; Interpersonal Communication; *Labor Turnover; Performance Factors; Quality of Working Life; Strategic Planning; Success; Surveys; Technology; Verbal Communication; *Visual Impairments; *Vocational Rehabilitation; Work Attitudes; Work Environment

This study examined the lives of 10 individuals with blindness or severe visual impairment who maintained competitive employment despite their vision loss. The study was designed to provide information regarding the personal characteristics and current practices related to work environment alterations which enhance competitive employment retention. This was accomplished by using a step-wise format, with each individual project building on the information generated in the previous project (this is the third part of a three-part project). Through this process, the individual characteristics of persons likely to be successfully retained in competitive employment and the interventions that facilitated this process were identified. Emphasis is placed on strategies the rehabilitation counselor can use to facilitate effective job modification, job restructuring, training/retraining, and/or cooperation with organized labor, thus promoting retention of competitive employment. Each of the ten case studies presents the perspectives of the client, rehabilitation counselor, employer, and significant other. Results of the study indicate the importance of technology in assisting the majority of the subjects in retaining their employment. Findings also indicate the major factor that, if improved, would facilitate successful job retention more than any other. This is promotion of meaningful communication among all the persons involved in the rehabilitation process. Survey materials are included. (CR)

ED 413 717   EC 305 991

Markowitz, Joy, Ed.
Regional Symposium on Race, Language and Special Education. Proceedings Document.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 126p.; Proceedings of Regional Symposium (Hartford, CT, May

(EIL) are outlined, noting their roles in a newly-formed undergraduate major in EIL at International Pacific College (New Zealand). EIL is defined as a form of English used by non-native speakers to communicate with other non-native speakers. "Implicit" EIL refers to a teaching approach and materials that are culturally unbiased and relevant to learners' purposes and needs. In this EIL, particularly suited to first-time learners of English, students are encouraged to use the English medium and emulate models that are consistent with real-life functions of English beyond school. "Explicit" EIL is an area of study that investigates functions, varieties, and models of English used as a means of global communication. This version is especially suited to advanced learners of English as a second language. Specific courses offered in the degree program are described briefly, and support for the program's design incorporating both approaches is drawn from research literature. It is also proposed that study of EIL may be a form of substitute for study of applied linguistics because language items are studied in context and may be more immediately relevant to many students. Contains 46 references. (MSE)

ED 413 735 FL 024 650

de Bode, Stella
A Neurobiological Basis for SLA and First Language Attrition.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Language Acquisition; Language Maintenance; *Language Skill Attrition; *Language Skills; *Neurolinguistics; *Neurological Organization; Second Language Learning; *Second Languages; Skill Development

The two-part paper examines the neurobiological processes of synapse overproduction, synapse elimination, and issues of language acquisition and attrition. The first part consists of diagrams and notes explaining some basic terms and concepts of neurobiology: cortex; white matter; neuron; synapse; synaptogenesis; and development and organization of neuronal connections. The second part details, in narrative, two processes correlated with maturation (synaptic elimination and stabilization of the synapses that survive the elimination stage) and their implications for second language learning and first language attrition. These processes are then applied to hypothetical cases of children emigrating from their first-language environments before the age of 8 and after the age of 12 to explain patterns of language acquisition, maintenance, and loss. (MSE)

ED 413 736 FL 024 693

Kaiser, Linda Wojcikowski
Essential Provisions for Elementary Foreign Language Programs.
PUB DATE- 96
NOTE- 88p.; Masters of Education Essay, Wayne State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Articulation (Education); Community Support;

DESCRIPTORS- *Alphabets; *Computational Linguistics; *Computer Software; Dictionaries; *Discourse Analysis; Foreign Countries; *Language Research; Linguistic Theory; Literacy; Slovenian; Uncommonly Taught Languages

EVA, a text processing tool designed to be self-contained and useful for a variety of languages, is described briefly, and its extensive coded character set is illustrated. Features, specifications, and database functions are noted. Its application in development of a Slovenian literary dictionary is also described. (MSE)

ED 413 755 FL 024 776

Kruyt, J. G.; Raaijmakers, S. A.; van der Kamp, P. H. J.; van Strien, R. J.
On-Line Access to Linguistically Annotated Text Corpora of Dutch via Internet.
PUB DATE- 95
NOTE- 7p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computational Linguistics; Computer Software; *Discourse Analysis; *Dutch; Foreign Countries; Information Retrieval; *Internet; *Language Research; Lexicology; Linguistic Theory; Newspapers; Uncommonly Taught Languages
IDENTIFIERS- *Language Corpora; Netherlands

Corpora of present-day Dutch developed by the Institute for Dutch Lexicology include two linguistically annotated corpora that can be accessed via Internet: a 5-million word corpus covering a variety of topics and text types, and a 27-million word newspaper corpus. The texts of both were acquired in machine-readable form and have been lemmatized and tagged and loaded onto an online retrieval system. Queries may address the entire corpus or a subcorpus defined by the user. The present user interface appears complex, particularly for inexperienced users, due to a high degree of formalism, but efforts are being made to reduce formalism. A prototypical natural language interpreter is under development. Copyright restrictions limit the transfer of information to the user's electronic mail. Access to the corpora is free for non-commercial research purposes with a signed personal user agreement. (MSE)

ED 413 756 FL 024 777

Paskaleva, Elena; Zaharieva, Bojanka
Tagging a Highly Inflected Language (Non-English, Non-Latin Alphabet, No Morpho Component).
PUB DATE- 95
NOTE- 13p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

medicaux dans un dictionnaire de langue generale" ("Treatment and Evolution of Medical Terms in a General Language Dictionary") (Isabelle Bigras, Isabelle Simard); "Quelques reflections sur le traitement de lexies semantiquement apparentees dans les dictionnaires bilingues" ("Some Reflections on the Treatment of Semantically Linked Words in Bilingual Dictionaries") (Sophie Campbell, Aline Francoeur, Rene Gemme); "Les marques d'usage et le lexique des journaux quebecois" ("Usage Markings and the Lexicon on Quebec Newspapers") (Pierre Cardinal, Jean-Pierre Jousselin); "Problematique de marquage des emprunts de sens" ("Problems in Marking Borrowed Meanings") (Ines Escayola, Marie-Claude Lavallee, Sylvie Thiboutot, Marie-France Langlois); "Etude comparative des particularites lexicales du francais et de l'anglais au Canada" ("Comparative Study of the Lexical Peculiarities of Canadian French and English") (Chantale Grenon-Nyenhuis, Catherine Ouimet); and "L'utilite des exemples dans les dictionnaires biligues francais-anglais pour les etudiants de traduction" ("The Usefulness of Examples in French-English Bilingual Dictionaries for Translation Students") (Virginia Martin-Rutledge). (MSE)

ED 413 776 FL 024 886

Kang, Dong-Ho
Thematic Units for EFL Teachers: Folk Literature.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Course Content; Course Organization; Cultural Education; *English (Second Language); *Folk Culture; Instructional Materials; Intermediate Grades; Junior High Schools; *Literature Appreciation; *Media Selection; Middle Schools; Second Language Instruction; *Short Stories; Units of Study
IDENTIFIERS- Schema Theory

A thematic unit on folk literature designed for middle school English-as-a-Foreign-Language (EFL) instruction, for students with beginner to intermediate level skills, is presented. The intention in introducing literature at these levels is to provide positive experiences with literature in the target language, and to introduce the target culture. The relationship of reader to text is discussed with reference to relevant literature, and the roles of background knowledge (linguistic information, knowledge of the world, and knowledge of discourse structure) and schema theory in this relationship are examined. Advantages in the selection of folk literature for second language study are considered, and specific classroom techniques and activities are discussed. Considerations in selecting the sequence of stories presented are explored, and a sequence of five stories is presented, with notes on the authors and on class activities for the pre-reading, efferent (factual), aesthetic, and follow-up stages of reading. Contains 28 references. (MSE)

ED 413 777 FL 024 888

Swenson, Barbara E.
Recycle, Reformulate, Reevaluate: The Three R's for Writing in

a-Second-Language (ESL) teaching, presents ESL teachers with ways to use authentic English as a teaching tool in the classroom. The purpose of this book is to: examine the connections between current theories of spoken discourse analysis and classroom practice; encourage language teachers to consider why using authentic spoken discourse may be beneficial; encourage teachers to investigate their own understandings of language and language use and to explore their roles as discourse analysts; examine some characteristics of natural spoken language and implications for classroom teaching; provide specific guidelines for teachers for collecting, transcribing, and using authentic language data for teaching; and give sample analyses of spoken texts gathered as part of the research project. (Contains 75 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 798 FL 801 203

Purvis, Don
Case Studies in Literacy Development.
PUB DATE- 96
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; *English (Second Language); Foreign Countries; Language Patterns; Language Research; *Learning Processes; *Literacy Education; *Migrants; Second Language Instruction; Second Language Learning
IDENTIFIERS- Australia

The report details results of a research project to monitor and map the literacy development of three learners of English as a Second Language (ESL) studying in an Australian English program for adult migrants. The objective was to gain a longitudinal picture of their reading and writing development over a period of nine months. Five additional aims were: to examine the students' written texts from the perspective of systemic functional linguistics to describe the language features of each and provide a framework for assessing learners' developing control of text; to examine the relative roles that classroom and "real world" play in developing literacy; to identify some factors contributing to successful second language literacy; to suggest possible implications for the role of literacy in ESL curricula and teaching practice; and, to provide a data bank from the Australian adult ESL context to contribute to further research. Each case study is presented in turn, and the final chapter discusses the overall findings and considers their implications for ESL teaching and curricula. Data gathered included transcripts of taped interviews, noted from class and student observation, taped excerpts of lessons, student diaries, authentic out-of-class conversations, participant writings, workplace texts, personal letters, forms and applications, classroom reading and writing tasks, and student assessments. The students include a young woman from Poland, a young woman from Bosnia, and a young man from Vietnam. (Contains 59 references). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 799 FL 801 204

Building School-to-Work into the Adult ESOL Curriculum.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 97

NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15-18, 1997). For a related document, see HE 030 720.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Computer Uses in Education; Cooperative Learning; Course Evaluation; *Distance Education; Educational Methods; Elementary Education; Graduate Study; Higher Education; Interactive Television; Interpersonal Communication; Multimedia Instruction; Peer Relationship; Self Management; Stress Variables; *Student Attitudes; Student Participation; Teacher Role; Telecommunications; Telecourses; *World Wide Web
IDENTIFIERS- *Ball State University IN

This study examined student attitudes toward interactions with class members on an Internet site supplementing a multimedia graduate-level distance learning course at Ball State University (Indiana). The course, "Elementary School Curriculum" was taught in a studio classroom (of 13 students) and transmitted to five distant sites (involving 24 students) in Indiana. Technology included two-way audio signals and one-way video signals for in-class interaction and an Internet World Wide Web site for out-of-class interaction. Qualitative evidence-collection techniques included focus group interviews, telephone interviews, and eight survey instruments. Analysis of students' reactions to the Internet site focused on coping strategies, stressors, and benefits. Students reported strategies involving management of personal resources, the computer environment, self, and others. Predominant themes in student reactions included three stressors and two benefits. Stressors reported included concerns associated with communication issues, with computer involvement, and with computer and Internet access. Benefits most frequently identified were the sense of empowerment and the satisfaction of having a shared space with fellow classmates. Implications drawn include the value of moderator leadership, the importance of a face-to-face encounter, the challenges of the on-line text-based medium, the influence of learning and temperament styles, and the development of computer-supported collaborative learning opportunities. (Contains 54 references.) (DB)

ED 413 817 HE 030 720

Thompson, Jay C., Jr.; Malm, Loren D.; Malone, Bobby G.; Nay, Fred W.; Oliver, Brad E.; Saunders, Nancy G.
Enhancing Classroom Interaction in Distance Education Utilizing the World Wide Web.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15-18, 1997). For a related document, see HE 030 719.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Computer Uses in Education; *Distance Education; Elementary Education; *Graduate Study; Higher Education; *Interaction; Peer Relationship; *Student Attitudes; *Student Participation; Student Surveys; Teacher Education; Telecommunications; Telecourses; *World Wide Web
IDENTIFIERS- *Ball State University IN

PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Active Learning; *College Freshmen; Communication Skills; Conservation (Environment); Core Curriculum; *Curriculum Design; Curriculum Development; *Engineering Education; Ethics; Faculty Development; Higher Education; Humanities; *Integrated Curriculum; Interdisciplinary Approach; Learning Modules; Mentors; Mining; Professional Education; Resource Units; School Holding Power; Seminars; Social Sciences; State Colleges; Technology; Thinking Skills; Unified Studies Curriculum
IDENTIFIERS- *Colorado School of Mines

This document describes the development of a project called "Connections," at the Colorado School of Mines. "Connections" is an integrated series of active-learning courses and seminars that allow first-year engineering and science students to connect studies in engineering, physical science, social science, and humanities via a series of interdisciplinary modules and seminars, and is also intended to help them discover relationships among first-year core subjects, enhance higher-order thinking abilities, develop ethics and values, and improve communication skills. Three modules were developed (passive solar collector design, remediation of groundwater contamination, and analysis, evaluation, and ramifications of pollution data) and taught over 2 semesters to 83 first-year students; 80 students persisted into the sophomore year. The retention rate for students taking the "Connections" program was reported to be far above the school's average for first-year engineering and science students. Report sections discuss background and origins of the project, faculty and curriculum development, modules and seminars, the pilot courses, evaluation, and conclusions. Appendixes include: "Connections" modules; seminar syllabi; a perception questionnaire and student responses; and reports from the external evaluator. (Contains 16 references.) (CH)

ED 413 836 HE 030 741

Hatcher, Donald
Critical Thinking and the Liberal Arts.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; College Students; Course Evaluation; *Critical Thinking; Curriculum Design; *Curriculum Development; Faculty Development; Higher Education; Humanities; Integrated Curriculum; Intellectual Development; *Liberal Arts; Logic; Student Improvement; Teacher Expectations of Students; Thinking Skills; Writing (Composition)
IDENTIFIERS- Baker University KS; Ennis Weir Critical Thinking Essay Test; Test of Standard Written English

This report describes the development over three trial semesters of a required course for sophomores at Baker University (Kansas) to develop reasoning and critical thinking skills that would prepare them for a required senior capstone course. The

ED 413 855 HE 030 767

McAdam, Maryln; McDermott, Ed
Expanding Federal Work-Study and Community Service Opportunities. An FWS Resource Guide.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Community Services; Cross Age Teaching; Elementary Education; Elementary School Students; Federal Aid; *Federal Programs; Higher Education; Institutional Cooperation; Institutional Role; Outreach Programs; Preschool Education; *Reading Improvement; Reading Programs; Reading Skills; School Community Relationship; Student Financial Aid; Tutorial Programs; *Volunteers; *Work Study Programs
IDENTIFIERS- America Reads Challenge; Job Location and Development Program; *Supplemental Educational Opportunity Grants

This guide discusses the basic requirements for administering Federal Work-Study (FWS) America Reads Challenge programs and outlines specific requirements related to FWS-funded community service positions. These programs offer colleges and universities an opportunity to help improve the reading skills of preschool school and elementary school students by linking the college students with children. This guide describes some of the programs currently being utilized on campuses and suggests ways colleges can include their students in tutoring and mentoring activities through FWS. Sections in the report are: section 1, "Why Your Campus Wide Benefit from Community Service"; section 2, "Why Your Campus Will Benefit from Reading Tutors"; section 3, "The Federal Work-Study Program: What Is Required"; section 4, "How To Make Community Service a Part of the Federal Work-Study Program"; section 5, "Implementing a Community Service Program"; section 6, "Marketing Community Service to Students"; section 7, "Conclusion"; and section 8, "Red Flags for Federal Work-Study Community Service Projects." The appendices, which make up section 9, include descriptions of the community and tutorial services offered by 20 colleges, sample documents, information resources, audit findings, Job Location and Development Program questions and answers, and a list of state commissions for national and community service. (JLS)

ED 413 856 HE 030 768

Musil, Caryn McTighe, Ed.
National Assessment Study of Women's Studies Classes.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 28p.; For related documents, see ED 347 890 and ED 353 883.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; Critical Thinking; Cross Cultural Training; Cultural Awareness; *Curriculum Evaluation; Diversity (Institutional); Feminism; Higher Education; Instructional Materials; Lifelong Learning; Program

models designed to improve education for health sciences librarianship. These models fit into a continual learning process from the initial professional preparation to lifelong learning opportunities, with the aim of enabling health sciences librarians to respond to their evolving roles in a rapidly changing environment. Three of the models enhanced existing degree and certificate programs in SILS with a health sciences specialization, and two were new programs for working information professionals. The study conducted data collection and analysis through feasibility and market studies to determine the potential success of each of the five approaches. Models were developed for each of the programs with input from experts and a Delphi study, the marketability of the models was tested through surveys of potential students and employers, and recommendations were made as a guide to implementation. Appendices comprising more than half the document include: rosters; expert advisory group meeting; expert interviews; Delphi study round one; Delphi study round two; market surveys of applicants, paraprofessionals, mid-career professionals, and employers; student focus group questions; program proposals; course offerings; and budget report. (Author/SWC)

ED 413 873 IR 018 623

Proceedings of the Global Summit on Distance Education: Education and Training: Driving the Future (Washington, D.C., October 23-24, 1996). Final Report.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Communications Satellites; *Distance Education; Educational Cooperation; Foreign Countries; Global Approach; *Government Role; Information Technology; *Private Sector; Role; *Role of Education; Technological Advancement; *Telecommunications

Panelists and participants of the Global Summit on Distance Education addressed the roles of the private sector, governments and educational institutions in creating equitable and useful distance education services as telecommunication policies and rules are changing worldwide. This report provides an executive summary, summary of proceedings, and appendices including a summary of the roundtable discussion on global communications, the conference program, remarks by U.S. Senator Larry Pressler, press release for the conference, and questionnaire distributed to conference participants. Panel topics were: the role of the private sector; the role of government; education, training, and technology; new technology transfer and applications; distance education providers' experiences; educational and industry collaboration; and the impact of changing national and international policy. Participants agreed that distance education is in great demand worldwide, demand that is soaring as awareness grows of its potential for maximizing use of teaching resources to reach larger numbers of learners. It holds unrivaled promise for equalizing education for the remote, the isolated, and the disadvantaged, but it may not be available or affordable where it is needed most. It also challenges the future of educational bureaucracies and institutions trying to put it into practice. The private sector has proved its ability to offer distance education by adapting a variety of technologies for local needs, but satellites will be the future worldwide delivery states; (4) employment directly affected a graduate's ability to repay loans, and default rates were an important gauge of the quality and usefulness of a postsecondary education program; (5) state-level data provided a better approximation of employment levels at local levels than did national data; (6) state data confirmed an oversupply of respiratory therapists; (7) barbering/cosmetology and electrical/electronics occupations were oversupplied; and (8) the Student Right-to-Know Act should be amended to ensure that prospective proprietary students have access to employment and earnings projections. (An attachment describes how the demand for proprietary school graduates was computed.) (YLB)

ED 413 423 CE 074 969

Beyond Duct Tape and Baling Wire. Building an Effective Literacy Program.
PUB DATE- 97
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Literacy; *Business Administration; Continuing Education; Employer Employee Relationship; *Fund Raising; Governing Boards; *Literacy Education; *Organizational Development; *Program Administration; Program Development; Public Relations; Staff Development; Work Environment
IDENTIFIERS- *Laubach Literacy Action

Developed by Laubach Literacy Action (LLA), this book is designed to help literacy programs develop professionalism, improve program quality, and operate their programs like businesses. Based on LLA's National Quality Standards for Volunteer Literacy Programs and the premise that tutoring services are enhanced by efficient program management and development, this handbook contains samples, resources, and information gathered from many literacy programs and workers. The book is organized in 11 chapters that cover the following: (1) organizational structure (agency based or community based); (2) governance--the board of directors; (3) business management; (4) human resource management; (5) facilities management; (6) instructional management; (7) assessment and evaluation; (8) training and development; (9) strategic planning; (10) resource development; and (11) public relations. (KC)

ED 413 424 CE 074 975

Welch, Malcolm
Thinking with the Hands: Students' Use of Three-Dimensional Modelling While Designing and Making.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Creative Thinking; Educational Research; Foreign Countries; Grade 7; Junior High Schools; Participative Decision Making; *Problem Solving; Productive Thinking; *Research Design; Research Methodology; *Technology Education
IDENTIFIERS- Canada; *Cognitive Modeling

A study explored how untutored technology education students used administered to all local consortia in 1993 and 1994 were analyzed to assess the implementation of key school-to-work features in 1994. Among the study's key findings were the following: Tech-Prep programs of study may help facilitate creation of career major options in school-to-work systems; Tech-Prep has helped introduce some forms of integrated academic curricula; many postsecondary schools were already involved in articulation efforts with secondary schools; the industry-recognized certificates encouraged under the School-to-Work Opportunities Act (STWOA) were not yet widely adopted; access to workplace experiences was increasing; full documentation of student participation in workplace experiences was relatively rate; only a small fraction of Tech-Prep students were involved in any workplace activity; many Tech-Prep consortia included the broad membership promoted by the STWOA; few Tech-Prep communities received STWOA grants for school-to-work system development in 1994; most early STWOA grants went to school-to-work partnerships whose composition was not aligned with the local Tech-Prep consortium; and consortia with first-year STWOA funds were more likely to be implementing key school-to-work and Tech-Prep components than other consortia were. (Contains 22 tables/figures.) (MN)

ED 413 443 CE 075 037

Silverberg, Marsha K.
The Continuing Development of Local Tech-Prep Initiatives.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 96
NOTE- 73p.; For a related document, see CE 075 036.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Articulation (Education); *Consortia; Curriculum Development; *Education Work Relationship; Educational Planning; Educational Practices; High Schools; National Surveys; Outcomes of Education; Postsecondary Education; *Program Development; School Business Relationship; *School Districts; State Programs; Statewide Planning; Student Participation; *Tech Prep; *Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994

Data from national Tech-Prep surveys that were completed by more than 800 Tech-Prep consortium coordinators in fall 1993 and/or fall 1994 were analyzed to assess the emergence of Tech-Prep at the state and local levels. It was discovered that, between 1993 and 1994, the number of Tech-Prep consortia nationwide increased from 812 to 953, the percentage of consortia able to identify and count students participating in Tech-Prep increased from 29% to 53%, and the number of students identified as Tech-Prep participants increased by 150%. Tech-Prep students appeared to be achieving intermediate outcomes in greater numbers. An estimated 97% of Tech-Prep seniors graduated from high school in spring 1994 (versus 94% in 1993), and approximately 56% of 1994 Tech-Prep high school graduates entered postsecondary education or training the following fall. Between 1993 and 1994, Tech-Prep consortia continued to lay important groundwork for transformation to school-to-work systems; however, applied academic curricula, articulation agreements, and career development activities were implemented in only a relatively small proportion of consortium districts and schools. Tech-Prep progress on school-to-work features was most evident in reports of increased school-industry collaboration. (Contains 27 tables/figures) (MN) presentation with mini-case studies and substantial, illustrative documentation. The broad thematic structure of the report (chapters 2-13) is organized around these issues: successful outcomes of retention strategies; management of the process, that is, how the colleges got started and who took the lead; how pre-enrollment issues were managed; initial student assessment that worked best in matching students to courses; identification of students at risk of dropping out; induction and student motivation as methods to help students settle in; the role of tutoring; curriculum strategies for retention, including curriculum audit, course development, curriculum structure and timetabling, learning support, and learning to learn; how teachers can improve and develop their courses; other effective support provided to students, including direct costs of study, financial advice, travel costs, child care costs, and counseling services; student tracking and followup, including manual, manual and computerized, and computerized systems; and resource allocation and target setting. Chapter 14 summarizes important points by chapter. Appendixes contain 60 references and index. (YLB)

ED 413 462 CE 075 064

Lambrecht, Judith J.; Hopkins, Charles R.; Moss, Jerome, Jr.; Finch, Curtis R.
Importance of On-the-Job Experiences in Developing Leadership Capabilities.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 77p.; Appendix B contains very small filled print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; *Experiential Learning; Leadership; *Leadership Qualities; Leadership Styles; *Leadership Training; Management Development; *On the Job Training; Supervisory Methods; *Vocational Directors; Vocational Education

This study explored chief vocational administrators' (CVAs) perceptions of the importance of on-the-job experiences to leadership development. In telephone interviews, CVAs with the highest scores on the Leadership Effectiveness Inventory in a 1993 study (n=69) identified experiences most helpful to leader development: new positions offering increased responsibilities; special start-up work assignments; handling personnel problems; mentoring, counseling; and working with a supervisor. Experiences provided the following opportunities for leadership development: challenge of new or complex problems; chance to learn new ideas, practices, insights; application and practice of skills and knowledge; encouragement and confidence building; and exposure to positive role models. These opportunities developed certain leadership qualities: communication skills; administrative/management knowledge and skills; interpersonal skills; team building skills; sensitivity, respect; confidence; self-acceptance; broader perspective about the organization; and appropriate use of leadership styles. CVAs recommended these types of experiences for future leaders: mentoring, counseling, and support; formal training programs; internships; special assignments (while on-the-job); and simulations/case studies. Developmental aspects of these experiences were as follows: the chance to learn new ideas, practices; freedom to make decisions and mistakes; application and practice of skills and knowledge; challenge of new or complex tasks; exposure to economically competitive enterprises, clean rivers and ground water, high quality food products, diversified livelihood structure, and the well-being of rural people. The main challenge is to transform, through education and training, agricultural producers into rural entrepreneurs. Close cooperation is needed among AAS, AR, and HEA to develop and implement a joint planning process for applied research and extension programs. (YLB)

ED 413 481 CE 075 110

Ruddock, Helen; Worrall, Paul
Educational Project with MIND.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Students; Cooperative Programs; Coordination; *Creative Writing; Educational Cooperation; Foreign Countries; *Literacy Education; *Mental Disorders; Postsecondary Education; Program Development; Program Implementation; Student Centered Curriculum
IDENTIFIERS- England

A project in creative writing and literacy was developed and implemented for people experiencing mental health difficulties. The project was a jointly organized activity between Dearne Valley College and Doncaster MIND in England. (MIND is a network of mental health associations in England and Wales.) The college counselor acted as the supervisor for MIND counselors and two lecturers from the college set up an appropriate educational course. One lecturer was very experienced in teaching creative writing to groups that had included people with mental health problems and the other was experienced in teaching basic skills. The educational process was a student-centered approach that included the following: continual negotiation with clients on the curriculum and content of sessions, frequent reviews, small steps leading to increased self-confidence and self-esteem, and as much user participation as possible. Empowerment was seen as crucial to project success. During the initial 8 weeks, lecturers got to know the members, their interests, and abilities. Fourteen weeks into the project, these results were tabulated: 11 people had enrolled, with 7 attending regularly; all users were on powerful drugs that could affect attendance and participation; learning had evolved according to users' interests and ability; the whole group had participated in writing in various forms; and frequent discussions were a form of group therapy. Users' and MIND staff questionnaires were administered. (Appendixes include questionnaire findings and selections of students' writing.) (YLB)

ED 413 482 CE 075 111

Zinser, Jana
State Education Funding Policies and School-to-Work Transitions for Dropouts and At-Risk Students. A Report Prepared for the National School-to-Work Opportunities Office.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

lower-level jobs than those initially obtained by their predecessors; however, they continued to advance to higher salaries and receive more training than nongraduates did. (Thirty-one tables/figures and the names/addresses of 14 sources of additional information are included. The bibliography contains 38 references.) (MN)

ED 413 499 CE 075 156

Skill Standards: Concepts and Practices in State and Local Education. A Synthesis of Literature and Alternative Conceptual Frameworks.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 82p.; For a related document, see ED 405 052.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Development; Educational Principles; *Educational Research; *Employment Potential; *Job Skills; Literature Reviews; *National Standards; Postsecondary Education; Program Development; Program Implementation; *Research and Development; Secondary Education; Skill Analysis; Vocational Education

This research synthesis reviews how employers, educators, and professional and labor organizations have adapted general work readiness, industry core, occupational cluster, and specific occupational skills to design and implement a skill standard system. Its primary goal is to describe and analyze a continuum of alternatives for conceptualizing skill standards. Following an introduction, section 2 reviews private- and public-sector efforts to identify and draft academic and employability skill standards. It considers the relationship between industry and academic skill standards and the requirements of high performance work organizations on skill standard development and implementation. Section 3 reviews proposals for developing an industry-based skill standard system for education and describes some approaches that educators are presently using to implement comprehensive skill standard systems. Section 4 characterizes different frameworks that standard developers use to formulate and organize occupational cluster standards for education. It uses clusters from selected educational programs and national, state, and industry standards projects to illustrate issues related to standard development and implementation. Section 5 examines how developers define and implement occupationally specific standards in practice and addresses the relationship between education and industry-defined skill standards. Contains 130 references. (YLB)

ED 413 500 CE 075 157

Boggs, Heather; Laurenson, Sandra
Problem-Based Teaching: A Bridge to Meaningful Learning. Teacher Facilitator Guide. A Professional Development Videotape Series.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 70p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Action Research; Classroom Techniques; *Inservice

Courtney, Sean
The Sixth Floor: Museum Experiences as Learning Environments.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Educational Environment; Educational Resources; Educational Theories; *Experiential Learning; *Instructional Design; *Learning Processes; *Museums
IDENTIFIERS- *Authenticity; *Sixth Floor Museum TX

The Sixth Floor museum in Dallas, Texas, is dedicated to the memory of the assassination of John F. Kennedy. The museum's success as a learning/instructional environment may be explained through a theory of learning and instructional design based on three components: authentic presence, collective design, and sacred connection. "Authentic presence" refers to the museum's authenticity as a context for learning because it includes the actual site where the assassin allegedly stationed himself. "Collective design" refers to the fact that the museum's contents have been organized in a deliberate manner to ensure that patrons' visits are meaningful despite the absence of teachers/instructors to ensure correct and interesting presentation of facts. "Sacred connection" refers to the fact that, because the museum is an authentic context for the event it memorializes, it becomes more than the site of a profound learning experience. The implications of these observations for the design of learning environments are as follows: (1) "being there" is both a geographical and temporal reality with real existential dimensions; (2) planning is most crucial in cases where the learning environment is least easily controlled; and (3) true knowing involves a fusion of experience and learning. (Contains 43 references) (MN)

ED 413 518 CE 075 252

An Evaluation of Washington State's Job Skills Program.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Continuing Education; *Cooperative Programs; Dislocated Workers; Education Work Relationship; Employment Programs; Entry Workers; Institutional Cooperation; *On the Job Training; *Outcomes of Education; Program Effectiveness; Retraining; *School Business Relationship; State Programs; Two Year Colleges
IDENTIFIERS- *Washington

The Job Skills Program (JSP) in Washington State provides job training customized to meet the needs of employers through partnerships of employers and training institutions. The JSP funds up to one-half the cost of training, with employers providing a match. Training can be provided for new employees, for upgrading employees receiving promotions, or for retraining to prevent job loss. During 1991-93, 36 projects were funded, involving 18 community and technical colleges and 105 companies throughout the state. A total of 4,238 participants were trained, 2,556 of them new employees. The program was evaluated based upon three sources of data: a Northwest Policy Center telephone survey of firms funded by JSP between July 1993 and June 1995; matches between program records and Employment attend college and improve her life. This 7-page guide contains teaching suggestions for using "Make Lemonade" with adult literacy students. Six teaching ideas are detailed along with discussion questions and learning activities that are designed to be used as students complete specific chapters of "Make Lemonade." The results of a field test in which "Make Lemonade" was used with three classes of teenage parents in an inner-city literacy program are reported. Concluding the booklet are a directed reading-thinking activity and a description of the K-W-L instruction strategy in which students identify what they Know, what they Want to find out, and what they have Learned. (MN)

ED 413 536 CE 075 282

Building Business & Community Partnerships for Learning.
PUB DATE- 97
NOTE- 11p.; Ten-panel brochure.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Advocacy; *Change Strategies; Citizen Participation; Cooperative Planning; *Educational Change; *Educational Improvement; Educational Policy; Elementary Secondary Education; Financial Support; Human Resources; *Partnerships in Education; Public Policy; *School Business Relationship; *School Community Relationship; Strategic Planning

This brochure is directed at individuals interested in building business and community partnerships with education. It details how and why to establish partnerships in classrooms, school districts, communities, and the policy arena. It begins with brief discussions of the following: reasons for encouraging higher standards in education; the need for a strategic plan for education; roles for small and large organizations in partnerships; and evolution of partnerships over time based on changing needs and resources. The benefits of education partnerships to the following partners are listed: students; families; schools; business; and community. The following steps in building business and community partnerships are considered: identify issues to address and reform goals; define the purpose and scope of partnerships; identify available resources; connect partnership resources to improvement; measure progress and results; and share success stories. A five-page table explains what partners can do to focus funds, human and material resources, and advocacy efforts on 15 improvements (including enriching the curriculum; motivating students; leading for change; supporting school-based restructuring; building consensus for reform; and ensuring adequate educational opportunities). A list of helpful publications and the address of the U.S. Department of Education's online library conclude the brochure. (MN)

ED 413 537 CE 075 283

Tang, Thomas Li-Ping; Smith-Brandon, Vancie L.; Tang, Theresa Li-Na
Endorsement of Money Ethic and Protestant Work Ethic among Three Groups of Welfare Recipients.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the

that one student was not aware of counseling services, another was aware but had not used them, and the third was aware of these services and had received help in career counseling. Two of the students stated that they would prefer a counselor of similar ethnic background, whereas the third preferred a counselor from a different background so as to increase objectivity. It is hoped that this investigation will shed light on what inspires Hmong students to pursue higher education, the personal impact that attending college has on their cultural status, their future plans, and other issues. (Contains 11 references and 4 appendices.) (RJM)

ED 413 556 CG 028 107

Nastasi, Bonnie K.; Varjas, Kristen; Bernstein, Rachel
Exemplary Mental Health Programs: School Psychologists as Mental Health Service Providers.
PUB DATE- 97
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; *Mental Health Programs; Program Descriptions; Program Guides; *Pupil Personnel Services; Reference Materials; *School Psychologists
IDENTIFIERS- Exemplars of Excellence; Exemplary Schools

This report presents school- and community-based mental health programs in which school psychologists were engaged in program development, implementation, and/or evaluation. Exemplary programs were identified using five standards of activity, such as the integration of theory, research, and practice. To identify the programs, surveys were mailed to 195 programs in 44 states. Completed surveys were received from 87 programs, and of these, 32 met all criteria for exemplary programs. Details on program demographics, program staff, funding, the school psychologist's role, the program model, and program descriptions are outlined. Programs are listed by state and include such information as the program name, the supervising person, a description of the program, the program goals, and steps to program implementation. Details are also provided on program evaluations, available written materials, and exemplary characteristics--grouped under the categories of school psychologist's program involvement, ecological-collaborative model, theoretical base, empirical base, program evaluation, and levels of service provision. Contains approximately 135 references. (RJM)

ED 413 557 CG 028 108

Kabel, Joseph; Howards, Penelope P.; Kohlenberg, Elizabeth; Flewelling, Robert; Shaklee, Margaret
Profile on Risk and Protection for Substance Abuse Prevention Planning in Washington State.
PUB DATE- 97
NOTE- 312p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; *Demography; Elementary Secondary Education; Intervention; *Prevention; *Risk; State

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; *Childrens Literature; Childrens Writing; Early Childhood Education; Early Reading; Home Study; Individual Instruction; *Parent Child Relationship; *Parent Participation; Parent Role; Phonics; Reading Aloud to Others; Reading Motivation; *Reading Writing Relationship; Young Children
IDENTIFIERS- *Trade Books

This guide shows parents how to combine story reading, phonics, and writing to help their children develop into skilled and motivated readers. The guide discusses how to prepare children for reading success; how to use children's literature to promote learning and enjoyment; why combining book experiences and phonics is better than using either approach alone; ways to use writing to enhance children's reading progress; why reading aloud is important; and which books to use and where to find them. Chapters in the guide are: (1) "The "Great Debate"; (2) "Acquiring Language and Learning To Read"; (3) "Early Readers: What Can They Teach Us?"; (4) "What Works? One Successful Program"; (5) "Using 'Real Books' in Your Program"; (6) "Preparing for Formal Lessons"; (7) "Book Reading and Strategy Development"; (8) "Learning about Letters, Sounds, and Words"; (9) "Story Writing in the Reading Lesson"; and (10) "Putting It All Together: A Sample Lesson." Contains 34 references. Appendixes present a 600-item bibliography of children's trade books and a special note for Christian educators. (RS)

ED 413 578 CS 012 967

Diamond, Linda; Mandel, Sheila
Building a Powerful Reading Program from Research to Practice.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; *Professional Development; Reading Ability; *Reading Instruction; *Reading Programs; Research Utilization; Resource Allocation; *Teacher Education; Theory Practice Relationship
IDENTIFIERS- *California; *Phonemic Awareness

Aiming to provide a coherent and useful guide to practitioners, this paper presents highlights of discussions held at a seminar that focused on how to create powerful reading programs for all of California's students. The paper also provides an extensive summary of key findings of research, a description of effective classroom and school practices, and recommendations for professional development and resource utilization. The paper presents the following research highlights addressed in the seminar: (1) phonemic awareness is the most potent predictor of success in learning to read and is the most important factor separating normal and disabled readers; (2) factors that contribute directly to reading ability are letter knowledge, linguistic awareness of words, syllables, and phonemes, and knowledge about print; and (3) good comprehension instruction should include ample time for text reading, teacher-directed extent to which these attitudes can change will necessitate not only a redefinition of textuality but also a redefinition of teaching and assessment. Teachers new to electronic environments should have the opportunity to be students in these settings, an important chance not only to understand the new technologies of literacy and the communication processes their own students will face in the classroom. (Contains 18 references.) (RS)

ED 413 598 CS 216 068

Rominger, Polly E.; Kariuki, Patrick
How Children's Literature Affects Positive Social Behavior of Third Grade Students at a Selected Elementary School.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Class Activities; Educational Research; *Fiction; Grade 3; Primary Education; *Self Management; *Social Behavior; *Student Behavior; Student Development; Student Surveys
IDENTIFIERS- T Test; Trade Books

A study investigated the effects of quality children's literature on positive social behaviors in the classroom. A third grade class of 20 students and their classroom teacher were surveyed on eight positive social behaviors of responsibility, honesty, courage, work value, self-discipline, compassion, and friendship and loyalty, which are reflected in quality children's literature. After each topic on the eight positive social behaviors was introduced, quality fiction for children was read and discussed, and students were given daily activities to practice the positive social behaviors demonstrated in the literature. The students were then given a self-management survey. Data were analyzed using t-test of independent means. Results indicated that there was a significant difference in positive social behaviors demonstrated by third-grade students when read children's literature with positive social behaviors. (Includes one table of data and three figures--the survey, a list of the fiction used, and suggested extension activities; contains seven references.) (Author/NKA)

ED 413 599 CS 216 069

Budd, Kelly; Alexander, Jayne
Arthurian Legends and the Medieval Period for Grade 9 Study.
PUB DATE- 97
NOTE- 64p.; Contains much material reproduced from unidentified sources, often of poor legibility.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; English Instruction; *Grade 9; High Schools; Journal Writing; *Legends; Literature Appreciation; *Medieval Literature; Notetaking; Units of Study
IDENTIFIERS- *King Arthur; Response to Literature

Discouraged and dissatisfied with their students' responses to a compilation of Arthurian legends, two ninth-grade teachers into the social workings of American society and culture, the book examines the history of popular speech--a rich source of information about the American collective self and cultural foibles. The slang of ethnic abuse displays the past and present tenor of ethnic relations in the United States. The book is divided into two sections, one on "traditional slurs" and another on "newer devices." Following a preface, chapters include: (1) Ethnic Slurs in Historical American Slang; (2) Six Types of Slurs and Their Themes; (3) Two Hundred Personal Names That Became Epithets; (4) Men...and One Hundred Epithets for Ethnic Women; (5) You Are What You Eat; (6) Flippity Floppity: The Semantic Inversion and Transmigration of Slurs; (7) Sly Slurs: Mispronunciation and Decapitalization of Group Names; (8) Sly Slurs: Euphemisms and Codewords; (9) Acrimonious Acronyms; and (10) Ding Dong, the Wicked Wasp Is Dead. An afterword, suggestions for further reading, and an index of "slur-names" conclude the book. (NKA)

ED 413 619 CS 509 633

Chen, Guo-Ming
Seniority and Superiority: A Case Analysis of Chinese Decision Making.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Chinese Culture; Communication Research; Conflict; *Cultural Context; *Decision Making; Foreign Countries; Participant Observation; Power Structure; Religious Cultural Groups; *Seniority
IDENTIFIERS- Case Analysis; *Communication Behavior; *Research Suggestions; Taiwan

Employing participant observation methodology, this paper analyzes a 4-hour meeting held among the representatives of a large religious organization in Taiwan. The analysis focuses on the influence of seniority on the Chinese decision making process. Five components of decision making proposed by Stewart (1985) and Kume (1985) were used for the purpose of analysis. The findings extend the Chen and Starosta (1997) argument that although seniority, as the locus of power and authority in Chinese society, is normally used to reinforce and perpetuate Chinese cultural values, it may be abused for gaining personal interests. The abuse of senior power, as this case shows, leads to paralysis of the decision making process. Findings demonstrate the dynamic and complex nature of decision making in terms of its dialectic relationship with culture. A person's behavior is the mirror of his/her culture. Culture provides a set of thinking patterns that leads to a specific way of action. Intercultural communication scholars should undertake research on deviations from cultural value orientations. Chung (1996) proposed a model of multilevel cultures for Chinese decision making; Hwang (1997) proposed a model of conflict resolution in Chinese society. The two models deserve a further examination for future research. (Contains 27 references.) (Author/CR)

ED 413 620 CS 509 634

Sigman, Stuart J.; Scotchmer, Sara

Collection; Elementary Secondary Education; *Enrollment; *Information Management; Information Systems; *Public Schools; Recordkeeping; Records (Forms); *Records Management; *Residence Requirements
IDENTIFIERS- *District of Columbia Public Schools

The District of Columbia Public Schools (DCPS) is one of the largest public school districts in the United States. Since 1989-90, there have been questions about several aspects of DCPS's enrollment-count process. A valid enrollment-count process and an accurate count are critical to DCPS's district- and school-level planning, staffing, funding, and resource allocation. This report examines the enrollment-count process that DCPS used in school year 1996-97 to determine whether the process appeared sufficient to produce an accurate count. The report also examines enrollment-count processes used by some other urban school systems. Data were derived from a review of documents, interviews, and site visits to 15 DCPS elementary and secondary schools. Even though DCPS changed parts of its enrollment-count process during school year 1996-97, the process remains flawed. The changes have overlooked larger systemic issues, such as the lack of internal control, problems in the areas of residency verification, and inadequate tracking of students through the pupil-accounting system. Other school districts reported that they use centralized enrollment and pupil accounting centers and a variety of automated student-information-system edits and procedures. Finally, DCPS is not in compliance with the requirements of the recently enacted District of Columbia School Reform Act of 1995. The report concludes with a list of matters for Congressional consideration and a list of recommendations for the DCPS superintendent. One figure is included. Appendices contain methodological notes; prior criticisms and audits; and comments from DCPS, District of Columbia Financial Responsibility and Management Assistance Authority, and the U.S. Department of Education. (LMI)

ED 413 641 EA 028 686

Chan, Lionel
Full State Funding: The Risks for Public Education.
PUB DATE- 97
NOTE- 14p.; Paper prepared for the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Educational Economics; *Educational Finance; Elementary Secondary Education; *Full State Funding; *Public Education; School District Autonomy; *School Support; *School Taxes; State Aid; State Legislation; Tax Allocation
IDENTIFIERS- *Proposition 98 (California 1988)

Many states have found that financing public schools through local property taxes is unlawful under their state constitutions; as a result, they must consider using state tax revenue as the primary source of local school-district funding. The recent California experience provides a sample of political economic behaviors used to respond to the limitations of full-state funding. For example, Proposition 98 enacted a minimum funding formula to safeguard public school revenues, but the cases of "CTA v. Hayes" and "CTA v. Gould" demonstrate that a formula approach may be neither effective nor efficient. This

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Educational Environment; Educational Improvement; *Educational Quality; Educational Resources; Elementary Secondary Education; *Performance; State Legislation; *State Standards
IDENTIFIERS- *Oregon Education Act for the 21st Century 1991

Oregon's Education Act for the 21st Century has profound implications for the educational system in Oregon. It involves the implementation of statewide standards, represents a major change from a time-based to a standards-based educational system, and requires schools to ensure that all students achieve the performance standards for each curricular area. This report to the Governor's Quality Education Task Force delves into the implications and realities of implementing educational reform. The report focuses on each of the following standards: academic-content, performance, and opportunity-to-learn. To give all students adequate opportunity to learn, the Oregon Association of School Executives School Funding Coalition recommends smaller class sizes; more training and support for teachers; the expansion of instructional hours and days; adequate, up-to-date learning materials and tools; sufficient staffing; additional funding to foster strong educational leadership; and investment in school infrastructure. Finally, statewide discussion among all constituent groups is needed to develop a shared vision for public education. (Contains 18 references.) (LMI)

ED 413 660 EA 028 763

Hannaway, Jane; Kimball, Kristi
Reports on Reform from the Field: District and State Survey Results. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal State Relationship; Information Dissemination; National Surveys; Program Implementation; *School Districts; *School Restructuring; *Technical Assistance
IDENTIFIERS- *Department of Education; *Goals 2000; Improving Americas Schools Act 1994

The passage of the Goals 2000: Educate America Act and the reauthorization of the Elementary and Secondary Education Act (ESEA) in 1994 represented a fundamental shift in the character of federal aid to education and demanded new roles and responsibilities for states, districts, and the federal government. This handbook presents findings from a national mail survey of school districts and a telephone or in-person survey of state officials in all 50 states and the District of Columbia. The survey examined the levels of understanding that state and district administrators have of the new legislation; the progress they report making in implementing the reforms; and the helpfulness of various forms of assistance that are available to states and districts. The district survey was mailed during spring and early summer 1996, and elicited an overall response rate of 83 percent (n=2,700). A total of 95 state-level surveys were completed. Key findings led to the following recommendations to the Department of Education (ED):

activities. An index, 6 tables, and 32 figures are included. References accompany each chapter. (LMI)

ED 413 679 EA 028 786

Adams, Don C.; Salvaterra, Mary E.
Block Scheduling: Pathways to Success.
PUB DATE- 97
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Block Scheduling; *Curriculum Design; Educational Planning; High Schools; Instructional Effectiveness; Program Evaluation; School Organization; *School Schedules; *Time Blocks

Block scheduling and intensive or extended-time scheduling have been appearing in high schools across the United States. This guidebook is designed to help each school find the best route to achieve this organizational change. The book's premise is that structural change in schools is not sufficient to create meaningful educational improvement. Change at the individual level must accompany structural change. The guidebook draws on the authors' experiences with 5 schools and 6 school districts, and represents the concerns of 210 teachers. Chapter 1 relates several educational advantages of intensive time scheduling. Chapter 2 revolves around issues of preparing for the change to block scheduling and provides examples of change management. Examples of leadership traits that have either enhanced or obstructed the implementation of block scheduling are provided in chapter 3. Chapter 4 suggests ways to reduce polarization among members of the school community when block scheduling is considered for adoption. Chapter 5 illustrates block scheduling as a tool of time and responds to concerns of those affected by block scheduling. Chapters 6 and 7 offer suggestions for restructuring the curriculum and designing courses of study. Chapter 8 identifies teachers' common concerns related to specific disciplines and provides examples of typical 90-minute classes. Methods for evaluating the curriculum, teacher instruction, student achievement, and student/teacher attitudes are described in chapter 9. Chapter 10 explores roadblocks to implementation, including collective-bargaining agreements, resource allocation for staff development, transfer students, substitute teachers, and myths. Chapter 11 offers suggestions for enhancing block scheduling and encourages teachers and administrators to continue the cycle of planning and staff development. The appendix contains sample student-, teacher-, and parent-attitude questionnaires. An index is included. (Contains 19 references). (LMI)

ED 413 680 EA 028 789

Matthews, L. Joseph
Alternative Schedules: Blocks to Success?
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Alternate Day Schedules; *Block Scheduling; *Class Organization; *Flexible Scheduling; High Schools; Program Implementation; *School Organization; Secondary Education;

professionals and direct instruction. Problem solving skills taught by special education teachers were reinforced during small group speech and language resource classes. Direct instruction was used to improve social language skills through modeling and practice. Ten communication workshops were developed which focused on specific social language skills. Workshop activities included role playing problem situations and self evaluation. Program evaluation showed a significant decrease in behavior incidents among the participating students. Seventeen of the students achieved or exceeded the criteria for success established prior to the practicum. Individual sections of the report introduce the practicum, evaluate the problem, discuss anticipated outcomes and evaluation, describe the solution strategy, and report results. Appendices include the social skills rating scale and observation form and the student self evaluation form. Tables detail the practicum's results. (Contains 22 references.) (DB)

ED 413 699 EC 305 973

Waxman, Barbara; Robinson, Nancy M.; Mukhopadhyay, Swapna
Parents Nurturing Math-Talented Young Children.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 91p.; For a related document, see ED 410 726.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Clubs; Early Childhood Education; *Early Identification; Enrichment Activities; *Experiential Learning; Kindergarten; Learning Activities; *Mathematical Aptitude; Parent School Relationship; Preschool Education; Program Development; Thinking Skills

This book developed as an outgrowth of a two-year study of 300 children discovered during preschool or kindergarten to be advanced in their mathematical thinking. Among other findings, the study revealed that the children tended to remain advanced in math over the two-year period, that their spatial reasoning related more closely to their math reasoning than did their verbal reasoning (although they were advanced in all three domains), and that the math scores of the boys started and remained somewhat higher than those of the girls. The biweekly Saturday Clubs to which half the group were assigned also proved effective in enhancing mathematical reasoning. This book presents the ideas developed in the Saturday Club program. The book describes characteristics of math-advanced young children; ways to "tune into" children's ideas and questions through informal play; and the power of "big ideas" like infinity and zero. A wide assortment of real-life contexts for mathematical explorations, such as gardening, cooking, going out to eat, and making collections are described. A final chapter presents a variety of alternatives by which schools and parents, working in partnership, can create optimal ways to support the development of highly capable children. (Contains 96 references.) (Author/DB)

ED 413 700 EC 305 974

Moon, Tonya; Tomlinson, Carol A.; Callahan, Carolyn M.

19-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Influences; *Disabilities; Disability Identification; Elementary Secondary Education; *Literacy; *Minority Group Children; Parent Empowerment; *Racial Factors; *Special Education; Student Evaluation

This symposium proceedings reports on the background, purpose, and implementation of meetings held on May 19-21, 1997 that focused on race, language, and special education. Participants from school districts in Connecticut, Massachusetts, New Jersey, New York, Rhode Island, and Vermont formed teams that included two or more of the following: local directors of special education, principals, parents, superintendents, counselors, social workers, bilingual specialists, and psychologists. Technical assistance providers and State Education Agency staff also participated in the symposium. Presentations and workshops focused on helping participants better understand the Office for Civil Rights' role, process and procedures, and provided information that would enable district/state teams to develop preliminary plans in the areas of teaching and procedural strategies, community/family involvement, staff development, information gathering, and evaluation related to race, language, and special education. Specific presentations included: "Literacy Development and the Culturally and Linguistically Diverse Student" (Patricia Landurand); "Community Involvement and Parent Empowerment" (Beth Harry); "The Past, Present and Future of Nondiscriminatory Assessment" (Richard A. Figueroa); "Effective Literacy Instruction of Bilingual Students in Special Education" (Nadeen T. Ruiz); and "Approaches to Self Evaluation for School Districts" (Beth Harry). The report includes a synopsis of all presentations and plenary sessions, a summary of the "next steps" generated by state and district teams, and a summary of evaluation feedback from the participants. (Presentations contain references.) (CR)

ED 413 718 EC 305 992

Riviere, Adrienne
Feedback: Enhancing the Performance of Adult Learners with Learning Disabilities.
SPONS. AGENCY- Academy for Educational Development, Washington, DC.; National Inst. for Literacy, Washington, DC.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Students; Classroom Techniques; Educational Strategies; *Feedback; *Learning Disabilities; Learning Strategies; *Reinforcement; *Teacher Response; *Teacher Student Relationship; Teaching Methods

This pamphlet discusses the pivotal role that feedback can play in the instruction of adult learners with learning disabilities and provides strategies to enable teachers to constructively design and present effective feedback. The paper begins by describing and instructional techniques that can be used to create interest and provide feedback including: lectures, group discussions, debates, directed observation, case-study

Educational Objectives; Elementary Education; *Fles; *Language Teachers; Learning Theories; Parent Attitudes; Program Design; Program Evaluation; Relevance (Education); Second Language Instruction; Second Language Learning; Second Language Programs; Student Evaluation; *Teacher Qualifications; Teaching Methods
IDENTIFIERS- Content Area Teaching

Using sources such as personal observation, personal communication, and published literature, this essay identifies issues that have accounted for Foreign Languages in Elementary Schools (FLES) programs' failure to survive. Seven essential elements of a successful foreign language program in the elementary school are identified and discussed: (1) setting realistic and appropriate goals and objectives and planning a program to meet them; (2) locating and retaining qualified teachers; (3) using age-appropriate and sound foreign language pedagogy; (4) adopted content based instruction as a foundation for relevance to the overall school program; (5) articulating FLES with middle and high school foreign language programs; (6) performing frequent student assessment and periodic program evaluation; and (7) cultivating parent and community awareness and support. The research draws on personal observation, personal communication, and published literature. Contains 78 references. (MSE)

ED 413 737 FL 024 731

Medina, Suzanne; Wenzell, Vanessa
Developing an ESL Tutoring Lab on a Shoestring Budget.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 28 - April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; Classroom Techniques; Cost Effectiveness; Educational Strategies; English for Academic Purposes; *English (Second Language); Essays; Higher Education; Immigrants; Program Descriptions; Program Development; Records (Forms); Second Language Instruction; *Second Language Programs; State Universities; Student Evaluation; *Student Recruitment; Teacher Education; Teacher Evaluation; *Tutorial Programs; Tutors; *Writing Instruction
IDENTIFIERS- California State University Dominguez Hills

This article presents a summary and analysis of a year-long project to develop an English-as-a-Second Language (ESL) tutoring lab at California State Dominguez Hills. The project had as its main goal the establishment of a lab specifically targeting the rapidly growing population of non-native speakers of English on campus, and was developed with limited resources. The laboratory set-up, recruitment of tutors and students, tutor training, the systematic approach to academic essay writing used with students, and hours and procedures of lab operation are described. The second part looks at major problems encountered during the project and how they were overcome. These included issues in recruitment of immigrant students for tutoring, evaluation of tutors and learners, tutor training, and lab operations. Program-related forms and tutor guidelines are appended. Contains 10 references. (MSE)

ED 413 738 FL 024 759

DESCRIPTORS- Alphabets; *Computational Linguistics; Computer Software; *Discourse Analysis; Foreign Countries; *Language Research; *Languages; Linguistic Theory; Program Descriptions; *Programming; *Structural Analysis (Linguistics)
IDENTIFIERS- Language Corpora; *SUPERLINGUA

This paper describes a computerized system for tagging language corpora that accommodates the special conditions in Bulgarian language research (notably, lack of advanced technology and corresponding user knowledge). SUPERLINGUA has been developed in the DOS environment with consideration for these conditions. Information on product use, users, language versions available or in development, software configuration, functions and linguistic design of the system, and additional operations that derive from the tagging function are described. (MSE)

ED 413 757 FL 024 778

Hladka, Barbora; Hajic, Jan
A Simple Czech and English Probabilistic Tagger: A Comparison.
PUB DATE- 95
NOTE- 7p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computational Linguistics; Computer Software; Contrastive Linguistics; *Czech; *Discourse Analysis; English; Foreign Countries; *Language Research; Linguistic Theory; Programming; Statistical Analysis; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Inflection (Grammar); Language Corpora

An experiment compared the tagging of two languages: Czech, a highly inflected language with a high degree of ambiguity, and English. For Czech, the corpus was one gathered in the 1970s at the Czechoslovak Academy of Sciences; for English, it was the Wall Street Journal corpus. Results indicate 81.53 percent accuracy for Czech and 96.83 percent accuracy for English, representing a higher level of accuracy than expected for Czech. Several simple improvements in the Czech tagging system were identified. (MSE)

ED 413 758 FL 024 781

Bangura, Abdul Karim
Pedagogy and Foreign Language Teaching in the United States: Andragogy to the Rescue.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Odyssey of the Mind Association International Conference on Nurturing Creativity and Problem Solving in Education (1st, Washington, DC, October 11-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Andragogy; Educational Objectives; Educational Trends; High Schools; Higher Education; Learning Processes; *Second Language Instruction; *Second Languages; *Teacher Role; *Teaching Methods; Trend Analysis

A discussion of second language education looks at the background

the Language Classroom.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the Central States Conference on Foreign Language Teaching (April, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Feedback; Second Language Instruction; *Second Languages; *Student Evaluation; *Writing Instruction; *Writing Processes

A discussion of second language writing instruction illustrates how writing activities can be incorporated into regular classroom activities and outlines strategies for providing purpose, feedback, and assessment while integrating language skills and culture. Three stages in the writing process are identified: (1) recycling previous information and background knowledge to generate ideas; (2) reformulation of ideas generated in the first stage into a first and successive drafts, including editing and peer evaluation; and (3) reevaluation, by the teacher, of the final draft. Practical classroom techniques corresponding to each of the three stages are then offered. The first group is intended to help the teacher establish a purpose for the writing exercise; the second group helps in providing appropriate and clear feedback to students, either during peer editing and revision or in teacher evaluation; and the third group addresses evaluation of the final copy. Suggestions for grading are included. Appended materials include: guidelines for scoring composition content, organization, vocabulary, language use, and mechanics; suggestions for teaching students how to evaluate others' work; and a composition marking guide. Contains 29 references. (MSE)

ED 413 778 FL 024 889

Kang, Dong-Ho
Assessing Korean Middle School Students' Language Learning Strategies in Input-Poor Environments.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; *English (Second Language); Foreign Countries; Interviews; Junior High Schools; *Learning Strategies; *Middle Schools; Protocol Analysis; Second Language Learning
IDENTIFIERS- *Middle School Students; *South Korea

This study investigated the strategies used by middle school students in Korea for learning English as a Second Language (ESL) in an environment that provides little English language input. Subjects were 60 students in 3 rural public middle schools. Students were selected randomly from advanced and low-level ESL groups in grades 7, 8, and 9. Using a retrospective interview and think-aloud protocol, strategies for vocabulary learning, listening comprehension, reading comprehension, and writing were elicited. Results indicate that over grade levels, student use of both cognitive and metacognitive strategies increased somewhat. In ninth grade in particular, good students used more effective strategies than did poor students. No difference between male and female students was found. Specific strategy use depended on task type, with students consistently using memory strategies during vocabulary learning,

NOTE- 20p.; Special Experimental Demonstration, and Teacher Training Projects Section 353, Adult Education Act.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Business Communication; Community Colleges; *Computer Assisted Instruction; *Computer Literacy; Curriculum Design; *Education Work Relationship; Educational Objectives; English for Special Purposes; *English (Second Language); *Job Skills; Language Proficiency; Language Skills; Multimedia Instruction; Pronunciation Instruction; Two Year Colleges; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- Seminole Community College FL

A draft of the Seminole Community College (Florida) school-to-work curriculum developed by the department of English for Speakers of Other Languages (ESOL) is presented. The curriculum emphasizes use of computers and computer-assisted instruction for learning English and is designed to help students develop practical, employment-related skills and workplace vocabulary. The first section delineates the specific language and thinking skills, personal qualities, and workplace competencies targeted in the curriculum. Subsequent sections outline courses for ESOL instruction at four proficiency levels: basic, beginning, intermediate, advanced, and intensive. Several courses in English for special purposes (accent reduction, computer skills, and business English) are also outlined briefly. Each course outline includes school-to-work objectives and specific reading, cultural, writing, grammar, speaking, and listening skills to be taught. Presentation notes for a school-to-work curriculum teacher training workshop and a list of computer and language laboratory materials used in the curriculum are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 800 FL 801 205

Garretson, Kate, Ed.
The City University of New York Resource Guide: Becoming a Citizen.
PUB DATE- 97
NOTE- 169p.; Contains considerable material reproduced from other sources.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Citizenship Education; Eligibility; Federal Regulation; Higher Education; *Immigrants; Information Sources; Instructional Materials; Interviews; Local Government; Public Agencies; Records (Forms); *Standardized Tests; State Government; Testing; *United States Government (Course); *United States History
IDENTIFIERS- City University of New York

The guide outlines a 50-hour curriculum for preparing immigrants to apply for and gain United States citizenship. It begins with an algorithm illustrating the process of gaining citizenship and a list names and addresses of City University of New York campus citizenship liaisons. Ten instructional modules follow, each providing information for both the teacher and the student. Module topics include: eligibility assessment; an overview of the naturalization process; the Immigration and Naturalization Service application forms and application

This study evaluated strategies to encourage interaction in a distance education setting, specifically a Ball State University (Indiana) distance graduate-level course in Elementary School Curriculum which utilized the World Wide Web and a "Class Page." Participants were primarily elementary school teachers (47 graduate students) who completed survey instruments concerning their participation on the "Class Page," interactions with both the instructor and other students, and utilization of Web resources. An initial survey regarding students' computer literacy skills and usage patterns was followed by seven additional surveys throughout the semester which focused on "Class Page" usage and interaction patterns. Among the findings were: student views regarding the value of getting to know fellow classmates shifted from 0 percent (Week 2) to 88 percent (Week 15); students judging they were able to freely express their views went from 11 percent (Week 2) to 91 percent (Week 15). Increases were also noted across the semester concerning out-of-class participation, enjoyment using the Internet, use of e-mail, and appreciation of the distance environment tools for encouraging involvement and interaction. Although many students questioned the usefulness of the "Page" at the beginning of the semester, the final survey found all viewed the "Page" as useful. (Contains 11 references.) (DB)

ED 413 818 HE 030 721

Mitchell, Mark L.
Using the Web To Improve Instruction.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *Computer Uses in Education; Course Descriptions; *Course Organization; Higher Education; *Hypermedia; *Instructional Improvement; Student Participation; *World Wide Web

This paper offers guidelines for developing class Web pages and integrating their use into college courses. It notes that this has been simplified since teachers no longer need to know how to program in HyperText Markup Language (HTML), but teachers still must understand the hypertext medium as well as established pedagogical principles. Specific suggestions are offered for four web-based documents: the class yearbook, the class bulletin board, the syllabus, and class notes. The yearbook and bulletin board demonstrate how the Web can be used to improve communication among class members. The web-based syllabus can improve professor-student communication and provide other benefits such as allowing students to preview the syllabus prior to registration, allowing easy ongoing revision, and allowing easy linking to related information. Finally, publishing class notes on the Web is seen as a way to improve student learning by taking advantage of such Web features as low cost, multimedia format, revisability, building on the work of others, integrating course material, and individualizing instruction. This paper's final section offers suggestions for getting students to use the page. These include using rewards, attracting interest, and updating the page frequently as well as making the site user-friendly. (DB)

ED 413 819 HE 030 722

report describes the work of the faculty team that prepared two textbooks ("Reasoning and Writing: An Introduction to Critical Thinking, and "Reasoning and Thinking,") designed to integrate instruction in written composition and critical thinking with the study of primary texts, and which included readings from classic texts, discussion questions, and other course material. Evaluation of the process suggested the following: focused training is recommended for humanities faculty who are not comfortable teaching material where answers are either right or wrong; faculty who teach critical thinking must themselves understand logic and be able to pass the understanding on to students early in the semester; writing is best taught in a trial-and-error process with much student-faculty interaction; critical thinking courses should be student-centered, using discussion questions rather than lectures; evaluation of reasoning and writing skills is difficult and time-consuming; and faculty members should be drawn in equal numbers from humanities, sciences, social sciences, and other departments. Appended are course descriptions and reading assignment lists. (BF)

ED 413 837 HE 030 742

Mingle, James R.
Gaining State Commitment to a Redesigned Delivery System.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; *Change Strategies; Distance Education; Educational Change; Educational Finance; Financial Support; *Higher Education; Information Technology; Innovation; Organizational Change; Postsecondary Education; Public Education; Public Support; Resistance to Change; School Restructuring; *State Agencies; State Boards of Education; State Colleges; State Universities; Technology
IDENTIFIERS- Florida Postsecondary Educ Planning Commission; Georgia Board of Regents; Minnesota Higher Education Coordinating Board; Oregon State System of Higher Education; State Council of Higher Education for Virginia; Tennessee Higher Education Commission

This three-year project was designed to explore ways in which state coordinating boards and multicampus boards can support institutional restructuring and gain commitment from state and institutional officials for higher education reform. Six states--Virginia, Minnesota, Tennessee, Oregon, Florida, and Georgia--each undertook a significant postsecondary reform effort and allowed the State Higher Education Executive Officers project staff to observe and analyze the agencies' process of gaining commitment to change. State strategies ranged from broad-based restructuring efforts to targeted programs intended to stimulate innovation among campuses and faculty. Minnesota's project examined issues related to distance education and instructional technologies; Virginia, facing budget cuts and increasing enrollments, began a series of campus-based and state-led restructuring initiatives; Tennessee conducted a study of the systemwide academic program inventory; Oregon evaluated 24 state-funded projects designed to improve student learning productivity through technology; Florida explored alternative ways to deliver high-demand undergraduate courses that were causing enrollment bottlenecks; and the Georgia

Descriptions; Student Centered Curriculum; Teaching Models; Womens Education; *Womens Studies
IDENTIFIERS- Learning Communities

This final report on a national assessment study of what and how students learn in women's studies classes uses data from a three-year project that sought answers to key questions about women's studies curricula, feminist pedagogy, integrated and critical thinking, multiculturalism, what fosters learning communities, and how students integrate learning into their personal lives. Data were gathered from seven women's studies programs located at diverse educational institutions, whose faculty were trained in assessment methods by a national assessment team that functioned throughout the project as campus consultants. The study found that students felt that women's studies engaged them intellectually, made education a way of life, reestablished the centrality of teaching and student-centered learning, and helped them discover their own voices, engaged them in robust debate, and developed critical perspectives. Data also revealed that women's studies helped students understand different viewpoints and diverse people, and promoted the notion that they could and should actively shape their society. Three publications resulted from the project: "The Courage to Question: Women's Studies and Student Learning," "The Executive Summary of The Courage to Question," and "Students at the Center: Feminist Assessment." Appended to the report are further comments on the findings. (Author/JLS)

ED 413 857 HE 030 769

Post, Jerrold M.
Developing a Model Graduate Political Psychology Curriculum. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Instruction; *Core Curriculum; Course Content; Curriculum Design; Curriculum Development; Graduate School Faculty; *Graduate Study; Higher Education; Institutional Characteristics; Institutional Environment; *Interdisciplinary Approach; International Studies; Organizational Climate; *Political Science; Program Evaluation; *Psychology; Surveys; Unified Studies Curriculum
IDENTIFIERS- George Washington University DC; Institutionalization (of Innovations); Political Psychology

This is the final report of a three-year project at George Washington University (District of Columbia) that was intended to develop an understanding of the knowledge and skills required of a political psychologist and to design a model interdisciplinary graduate curriculum in political psychology that could be exported to other universities. The core curriculum, which drew on a national survey of experts in the field for course development and evaluation, was developed over 3 years, and a graduate speciality in political psychology was instituted at the university. During the course of the project it became clear that in order to address the process of institutionalizing such a program, it was also necessary to consider the organizational context. To this end, a diagnostic instrument for use in assessing institutional receptivity was developed and a national conference was held to help mechanism of choice. (Author/SWC)

ED 413 874 IR 018 624

Technology in Education 1997. A Comprehensive Report on the State of Technology in the K-12 Market.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cable Television; Communications Satellites; Comparative Analysis; Computer Networks; *Computer Uses in Education; *Educational Technology; *Elementary Secondary Education; Internet; Optical Data Disks; *Public Schools; School Demography; *School Surveys; Statistical Data; Tables (Data); Trend Analysis; Videodisks
IDENTIFIERS- *Technology Integration

This report presents the results of Market Data Retrieval's (MDR) fourth comprehensive survey of the technology market in K-12 education. The survey gathered comprehensive, current, and consistent information on the use of various technologies in U.S. public schools during the 1996-97 school year. The survey reached all 85,000 public schools in the United States and achieved a return rate of 65% (n=55,000). The report is divided into three main sections: the Executive Summary presents highlights of the survey data; the second section provides detailed analysis of survey data, organized by type of technology product; and the third section compares results from earlier surveys, analyzing growth and change patterns and describing possible future patterns of development. Technology products examined include: computers for instructional use; computers for administrative use; networking--local area networks (LANs)and wide area networks (WANs); modem use; Internet access; CD-ROM use; videodisc player use; cable services use; and satellite dish use. Each technology product is examined in terms of a range of district and school demographic characteristics, such as size, grade level, and spending level. Size and grade level remain the most reliable predictors of technology use. There were 6.3 million instructional-use computers in U.S. public schools in 1997. LANs are used by 65% of all schools. In just one year, the percentage of all schools with Internet access has more than doubled to 70%. Includes 55 figures and 95 tables illustrating survey data. (SWC)

ED 413 875 IR 018 625

Sivin-Kachala, Jay; Bialo, Ellen R.; Langford, Jonathan
The Effectiveness of Technology in Schools, '90-'97. Report.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Computer Software Development; Computer Software Selection; Curriculum Development; *Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; Research Reports; Self Concept; *Student Attitudes; *Teacher Student Relationship; *Technological Advancement
IDENTIFIERS- Access to Technology; *Technology Integration

This report summarizes 219 educational technology research three-dimensional modelling while designing and making a solution to a technological problem. A literature review focused on modelling as a design process skill and its purposes. Ten seventh-grade students (six boys and four girls) were paired into five single-sex dyads. Each dyad designed and made a solution to a common task: to construct the tallest possible tower. Successful completion of the task required engagement in the design process steps. Each design and make session was recorded on audio and videotape. Within 3 days, each dyad returned for a semistructured retrospective interview. Analysis involved transcribing and segmenting subjects' talk during the problem solving and interviews. Transcripts were segmented into "speech bursts" (defined as "a complete portion of text uttered by a subject without interruption from that subject's partner") and change in subjects' actions. Codes were designed to describe subjects' actions--the manifestations of their design thinking. Data analysis found five significant differences between the role of modelling as described in design process models and the subjects' strategies: (1) subjects used three-dimensional modelling largely to replace two-dimensional modeling; (2) subjects did not present several solutions at the outset; (3) subjects used three-dimensional modelling to fuel ideas for further cognitive modelling, which then needed to be tried out in concrete form; (4) modelling was used to develop and refine ideas; and (5) subjects repeatedly and constantly evaluated their models. (Contains 25 references) (YLB)

ED 413 425 CE 074 979

Yopp, Marty; Kitchel, K. Allen; Allen, Tacey
Multi-Media and Technology Tools: Curriculum and Activities for Idaho Business Teachers.
SPONS. AGENCY- Idaho State Div. of Vocational Education, Boise.
PUB DATE- 96
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Computer Assisted Instruction; *Computer Mediated Communication; Economics; *Economics Education; *Educational Technology; *Internet; Learning Activities; *Multimedia Instruction; Secondary Education; State Curriculum Guides
IDENTIFIERS- Idaho

This guide contains information, curriculum, and activities that provide business teachers with a tool for using the World Wide Web, multimedia, and technology to enhance their programs. The opening sections contain the following: computer use policy, multimedia fact sheet, tips on using Netscape Navigator, directory of educational resources on the Internet, downloading information, and information to access keyboarding and accounting shareware. The next 11 sections contain activities in these areas: education trends and issues; economic indicators; consumerism; communication; resume tips; laws; legislative issues; job search; entrepreneurship; business search; stock exchanges; Chicago Board of Trade; New York Stock Exchange News; stocks; business travel; SAP (Systems, Applications, and Products in data processing) software supply; office furniture; human resources; management; selling; Internet; technological issues; and telecommunications: technology. Each activity has some or all of these components: purpose, time required, directions, steps for using the

ED 413 444 CE 075 041

Stott, Clare; Lawson, Liz
Women at the Top in Further Education.
PUB DATE- 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrators; Adult Education; Career Development; College Presidents; *Employed Women; Employment Level; *Employment Opportunities; Employment Patterns; Foreign Countries; Individual Characteristics; Leadership Styles; Literature Reviews; Personality Traits; Postsecondary Education; Professional Development; Sex Bias; *Sex Discrimination; Technical Institutes; Trend Analysis; *Women Administrators; Womens Education
IDENTIFIERS- Glass Ceiling; *United Kingdom

Information about the career progression, personal traits, attitudes, and employment experiences of women principals in Further Education (FE) colleges in the United Kingdom was gathered from the following: literature search; questionnaire sent to all 68 female principals in the United Kingdom (response rate, 76%); and structured interviews with a sample of 12 principals representing colleges with small, medium, and large financial turnover. Of the respondents, 32% had worked part time in education at some point in their career, 73% were living with a partner, all were white, and none was disabled. All 12 described their management style as participative or consultative. Only 6% reported planning their career "to a considerable extent," and most reported encountering significant sexism in their early careers. When asked for their advice to other women aspiring to senior posts in FE, many respondents emphasized the importance of considering the demands of the job on them and their families. Respondents acknowledged the existence of the glass ceiling and cautioned aspiring female principals to be prepared "to work harder than most men." (The bibliography contains 32 references. Appended are the following: survey questions; interview questions; and respondents' advice to women aspiring to senior roles in FE.) (MN)

ED 413 445 CE 075 043

Forging Connections in Adult Higher Education. National Conference on Alternative and External Degree Programs for Adults (14th, San Francisco, California, October 6-8, 1994).
PUB DATE- 94
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Learning; *Adult Students; *College Programs; Cooperative Programs; Education Work Relationship; *Educational Innovation; Educational Media; *Educational Practices; Higher Education; Institutional Cooperation; *Integrated Curriculum; School Business Relationship

This document contains the following 25 papers from a conference on adult higher educational practices: "Learning and Workplace Linkages via Applied Research Projects" (Elaine Cahalan Hollensbe, Linda Hauber); "Practical Action Research in Non-Traditional Students' Senior Projects" (Elliott Lauderdale); "Obtaining the Elusive: An Innovative Degree Program for Re-positive role models; and opportunity to plan and reflect. (Appendixes contain 47 references and written comments.) (YLB)

ED 413 463 CE 075 065

Schmidt, B. June; Finch, Curtis R.; Moore, Margaret
Facilitating School-to-Work Transition: Teacher Involvement and Contributions.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Cooperative Programs; Coordination; *Education Work Relationship; Experiential Learning; *Partnerships in Education; Postsecondary Education; Program Effectiveness; School Business Relationship; School Community Relationship; Secondary Education; Success; *Teacher Characteristics; Teacher Responsibility; *Teacher Role; Vocational Education; *Vocational Education Teachers; Work Experience Programs

This study identified vocational and academic teachers' involvement in and contributions to school-to-work (STW) transition. The Ethnograph software was used to code and group information from interviews with 199 teachers, counselors, administrators, employers, and community members at 11 sites. Ten teacher activities that contribute to STW success were identified: involving students in workplace experiences; helping them understand the workplace; involving workplace representatives in curriculum and instruction; providing workplace experiences for students through school activities; including a workplace focus in instruction; learning about the workplace to improve teaching; working in the workplace; initiating and maintaining contact with employers and the community; designing classroom experiences around workplace expectations; and following up students. Twelve characteristics teachers need to conduct successful STW programs were found: understand and meet students' needs; establish and maintain relationships with the workplace; know the workplace; communicate effectively about STW programs; be adaptable and open to change; demonstrate positive attitudes toward work; be professional in appearance and conduct; apply school learning to the workplace; know schools and schooling; be knowledgeable and competent in teaching area; be creative and innovative in teaching; and be committed to teaching. Implications for target groups were developed. (Appendixes contain 11 references and community profiles.) (YLB)

ED 413 464 CE 075 067

Matias, Zipura Burac; Maddy-Bernstein, Carolyn
Developing Comprehensive Student Services Systems in Secondary Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Articulation (Education); Case Studies; Charter Schools; Comparative Analysis; *Dropouts; *Education Work Relationship; Educational Finance; Educational Opportunities; Employment Opportunities; Enrollment Management; *High Risk Students; High School Equivalency Programs; High Schools; National Surveys; Nontraditional Education; Open Enrollment; Postsecondary Education; Private Schools; School Choice; *State Aid; State Programs; State School District Relationship; *Statewide Planning; *Vocational Education

State policies regarding funding programs to serve at-risk students and dropouts through school-to-work activities in alternative learning environments were examined in a national survey. Data were collected through the following: surveys sent to finance directors in state departments of education and education committee chairs in both legislative chambers; telephone surveys; and independent research of policy documents and state statutes. Responses were received from all 50 states and the District of Columbia. Although no comprehensive statewide school-to-work systems serving substantial numbers of students were found, some states were requiring schools and departments of education to identify at-risk and dropout students. State-level policies regarding funding to follow at-risk and dropout students into school-to-work programs proved unclear. Some states were allowing state per-pupil funding for high school students to be used for learning opportunities outside regular classrooms. Among the types of options and alternative learning environments available for at-risk and dropout students were the following: school enrollment options; transfer agreements; vocational education schools, charter schools; alternative schools; learning centers; postsecondary enrollment options; and special education for institutionalized or homeless students. Financial incentives and performance standards were also examined. (Eight case studies, a list of contact persons, and 211 footnotes are included.) (MN)

ED 413 483 CE 075 113

Becoming a School Partner: A Guidebook for Organizing Intergenerational Partnerships in Schools.
PUB DATE- 92
NOTE- 40p.; For a related document, see ED 358 501.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Programs; Education Work Relationship; Educational Improvement; Elementary Secondary Education; Institutional Cooperation; *Intergenerational Programs; *Older Adults; *Partnerships in Education; Program Development; Program Implementation; School Activities; School Community Relationship; *Volunteers

This book offers guidance for persons interested in planning an intergenerational school partnership program. Intergenerational partnership programs are designed to bring generations together in the school setting, through activities and experiences that benefit everyone involved. They encourage older persons from the community to volunteer to help students. The booklet presents a 12-step program planning and implementation process developed by the National Association of Partners in Education. The 12 steps are as follows: (1) awareness; (2) needs assessment; (3) goals and objectives; (4) potential resources;

Teacher Education; Learning Activities; Lesson Plans; *Problem Solving; Secondary Education; Teaching Methods; Videotape Recordings; *Vocational Education
IDENTIFIERS- *Problem Based Learning

This facilitator guide is intended for use with a series of three videotapes designed to help teachers, staff developers, administrators, and teacher educators engage teachers in ongoing professional development supporting the implementation of a problem-based teaching approach in vocational education. The guide's introduction discusses the following: the videotapes' development, purpose, and content; use of action research to help teachers improve their practice; and use of the guide and videotapes to facilitate group study. The next section is an overview of the teacher activities included on the three tapes, which are devoted to the following topics: teaching process skills; teaching through practical problems; and teaching for practical action. Each section in the overview includes the following: synopsis of the videotape, set of preview questions; reflection and inquiry activities; and action research opportunities to guide teachers through the process of using new techniques and reflecting on their effectiveness. The second half of the guide consists of handout and overhead masters referenced to the videotapes. A list of 20 suggested print resources is included along with an annotated list of related products that would help teachers implement a problem-based approach. (MN)

ED 413 501   CE 075 159

de Cicco, Eta
Videoconferencing in FE.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audiovisual Instruction; Case Studies; Community Education; *Computer Assisted Instruction; Computer Mediated Communication; Distance Education; Educational Media; Educational Technology; Foreign Countries; *Job Training; *Media Selection; Postsecondary Education; School Community Relationship; *Technical Institutes; *Teleconferencing; Vocational Education
IDENTIFIERS- Great Britain

This publication addresses videoconferencing (VC) in technical and further education in Britain. It discusses choosing a system, issues in getting a system up and running, and getting the best out of the system. Chapter 1 defines what VC is, lists ways to use it, describes three basic types of VC (desktop units, roll-abouts, studio/room-sized systems), and describes ways to determine quality. Chapter 2 addresses choosing a system. It considers basic standards, other aspects to consider, meeting the college's needs, organizational issues associated with using standalone VC as opposed to networked systems, and overcoming limitations. It also lists factors to check before buying a system. Chapter 3 focuses on successful VC for further education. It covers preparation before the session, support and training, planning the session, and audiovisual input. Two tables list key tips for achieving a successful session and basic tips when using audiovisual aids. Chapter 4 provides three case studies that offer insight into

Security Department wage data files; and JSP administrative records for July 1, 1991-June 30, 1995. The evaluation showed that, overall, employers were very satisfied with the program, which resulted in substantial increases in worker earnings. Employers reported improvements in productivity, job growth, employee retention, and employee training investments. Areas for improvement include promoting a closer relationship between educational institutions and employers, reducing paperwork, and clarifying potential employees' expectations at the beginning of the project. (Detailed evaluation information and program reports are included in appendixes.) (KC)

ED 413 519 CE 075 253

Progress of Operating Agencies in Implementing "High Skills, High Wages": Washington's Comprehensive Plan for Workforce Training and Education. July 1995-June 1996. A Report to the Legislature.
PUB DATE- 96
NOTE- 54p.; For a related document, see CE 075 256.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); Career Development; Career Education; Competency Based Education; Economic Development; *Education Work Relationship; Educational Change; *Educational Improvement; Educational Planning; High Schools; Job Search Methods; Job Training; *Labor Force Development; Postsecondary Education; Program Effectiveness; State Programs; *Vocational Education
IDENTIFIERS- *Washington

This report highlights the Washington State work force training system's initiatives from July 1995 to June 1996 in the following areas: Performance Management and Accountability, School-to-Work Transition, competency-based education, linking training with economic development, public awareness, and one-stop career center system/collection of services. Highlights of the work force training and education operating agencies' initiatives include the following: (1) a performance management framework was designed in early 1996, with implementation planned in early 1997; (2) two studies were completed that evaluated the outcomes of five of the state's largest work force training programs and examined the gaps between supply and demand for work force training programs, and suggested strategies for addressing the gaps; (3) the state is building a comprehensive system to make the last years of high school the first half of a systematic transition from school to work or to continued education, and has obtained a 5-year, $26 million federal grant for implementing the system; (4) competency-based education programs were developed and implemented; (5) the agencies worked to increase the state's competitive position by linking economic development activities with the work force training system; (6) a plan to increase public awareness of work force training and education was implemented; and (7) agencies operated centers that provided career development, labor market information, access to job openings, and job search assistance; and submitted a federal grant proposal requesting funds to establish a one-stop career center system in Washington. (KC)

ED 413 520 CE 075 256

High Skills, High Wages. Washington's Comprehensive Plan for Workforce Training and Education.
PUB DATE- 96

International Association for Research in Economic Psychology (22nd, Valencia, Spain, September 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Analysis of Variance; Demography; *Predictor Variables; *Welfare Recipients; *Work Attitudes; *Work Ethic
IDENTIFIERS- *Aid to Families with Dependent Children; *Money Attitudes; Money Ethic Scale; Protestant Ethic Scale

Endorsement of the money ethic and the Protestant work ethic among past and present welfare recipients was examined in a study of three groups: 164 current recipients of Aid to Families with Dependent Children (AFDC); 159 individuals receiving AFDC while enrolled in various training programs; and 158 past AFDC recipients who are now employed. The 30-item Money Ethic Scale and Blood's 4-item scale measuring endorsement of the Protestant work ethic were administered to all three groups. Demographic data were also collected. The responses to both scales were subjected to exploratory factor analyses. Four factors determined money attitudes: good, success, evil, and budget. Employed welfare recipients tended to have higher incomes, longer job tenures, and more positive attitudes toward money than did welfare recipients regardless of whether they were in training. Most welfare recipients did not value money; rather, they took money for granted and considered it evil. Employed past welfare recipients no longer consider money evil. Welfare recipients in training programs had the strongest belief that money spent is money lost (wasted). As expected, employed past welfare recipients endorsed the Protestant work ethic more highly than the other two groups did. (Contains 49 references.) (MN)

ED 413 538 CE 075 284

Job Corps. Need for Better Enrollment Guidance and Improved Placement Measures. Report to the Chairman, Subcommittee on Human Resources, Committee on Government Reform and Oversight. House of Representatives.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; Eligibility; *Employment Programs; Enrollment; Federal Legislation; Federal Programs; High School Equivalency Programs; Job Placement; *Job Training; Postsecondary Education; Program Effectiveness; Program Improvement; *Public Agencies; *Public Policy; Tables (Data); *Vocational Education
IDENTIFIERS- *Department of Labor; *Job Corps

The General Accounting Office (GAO) interviewed national and regional Job Corps officials and conducted site visits to 14 Job Corps outreach, admissions, and placement contractors for two purposes: to determine whether the Department of Labor's (DOL's) policy guidance on Job Corps eligibility was consistent with legislation and regulations and to collect information on contractors' practices in enrolling individuals for the program and in placing them in jobs after they leave Job Corps. Job Corps' policy guidance for 2 of the 11 eligibility criteria was deemed ambiguous and incomplete. Several participant characteristics were found to be significantly related to the likelihood of remaining in the program for at least 60 days. It

Surveys; *Substance Abuse; Youth Problems
IDENTIFIERS- Protective Factors; *Risk Assessment; *Washington

Recent reports at the state and national levels show that substance use among children, adolescents, and young adults has been growing since the early 1990s. Details on risk factors and on protective factors for adolescent substance abuse prevention in the state of Washington are presented in this report. It provides measures at the county and state level in the form of indicators or proxy measures. At the county level, 56 indicators of risk factors and 10 additional indicators of youth problem behaviors were identified and collected from over 30 different existing data sources. No county-level indicators of protective factors were obtained. The county and regional data are aggregated to provide statewide information. General interpretations on risk and protective factors and of youth problem behaviors are provided by comparing state trends to national trends and by analyzing county-level geographic patterns. Findings on the three trends and patterns are summarized in three tables following the text of the overview. It is emphasized that prevention programs and interventions should be aimed at reducing risk factors and enhancing protective factors, rather than reducing or enhancing particular proxy measures or indicators. (RJM)

ED 413 558 CG 028 128

Back to School 1997--CASA National Survey of American Attitudes on Substance Abuse III: Teens and Their Parents, Teachers and Principals. Conducted by Luntz Research Companies and QEV Analytics.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 97
NOTE- 92p.; Print in tables/graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Adolescents; High Risk Students; High School Students; *Illegal Drug Use; Middle Schools; National Surveys; *Parent Attitudes; Questionnaires; Risk; Secondary Education; Student Attitudes; *Substance Abuse; Tables (Data); *Teacher Attitudes
IDENTIFIERS- Adolescent Attitudes; *Drug Free Schools; Middle School Students

For most middle and high school students in the United States, drug-free schools are not available. To explore the nature of drug problems in the schools, 305 middle school teachers, 484 high school teachers, 401 school principals, 1,115 teens, and 998 parents were surveyed so as to assess their attitudes toward cigarettes, alcohol, and drugs such as marijuana, heroin, cocaine, and acid. The survey represents an annual effort to identify factors and situations that influence teen substance abuse, and to help parents, teachers, school administrators, clergy, public health practitioners, and public policy makers apply resources most effectively. The survey report offers a number of key findings, such as teenagers' assessment that drugs are the biggest problem that they face. A status report on teen substance abuse risk indicates that hard drug exposure is increasing among students and that 76% of high schoolers and 46% of middle schoolers attend schools where drugs are kept, used, or sold. The quality of the school environment is seen as a large component of drug-use risk, as are the attitudes that teachers and administrators hold toward instruction in comprehension, and opportunities for discussing what students have read. The paper then presents 10 detailed descriptions of effective classroom practices for early literacy programs, seven practices for upper elementary instruction, and five practices suitable for all grades. Implications for professional development addressed in the paper include: effective beginning teacher programs start during the undergraduate years, provide practical experience, and contain course work on cognitive research and language theory; and effective inservice education includes current theory and research, provides training in phonemic awareness assessment and instruction, conveys dynamic methods to teach phonics, and assists teacher to effectively implement balanced literacy programs. The paper concludes with recommendations for use of state discretionary money. Contains 34 references. (RS)

ED 413 579 CS 012 968

Baumann, James F.; Duffy, Amy M.
Engaged Reading for Pleasure and Learning: A Report from the National Reading Research Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; Classroom Environment; Early Childhood Education; Elementary Secondary Education; English Curriculum; Literacy; Phonics; *Professional Development; *Reading Instruction; *Reading Research; Science Instruction; Social Studies; Teacher Researchers
IDENTIFIERS- Analogies; *Literacy Engagement; *National Reading Research Center; Reading Uses

This report highlights key studies, salient findings, and the significance of research supported by the National Reading Research Center (NRRC), which was charged to conduct research on reading instruction appropriate for prekindergarten through 12th-grade learning environments. The first chapter of the report elaborates on a foundation principle of NRRC researchers--the "engagement perspective" which specifies the goal of reading instruction as developing motivated and strategic readers who use literacy for pleasure and learning. Chapters 2, 3, and 4 present key ideas contributed to or reinforced by the NRRC's 5-year research program. Chapter 2 addresses key ideas for preschool and elementary school reading, including: reading instruction should be systematic and integrated with quality children's literature; phonics should be taught explicitly within the context of authentic reading and writing activities; and literacy learning occurs both at school and home. Chapter 3 describes key ideas for middle school and high school reading, including: the use of multiple documents fosters students' interest in and learning of social studies content; a student-centered English curriculum motivates and promotes secondary students' literacy learning; and using analogies in science instruction aids students' learning and appreciation of science content. Chapter 4 presents key ideas for and about literacy teachers, such as: teachers who conduct research acquire personal insight about teaching and learning; and students serving as researches or informants provide insightful perspectives within the teacher-research process. Chapter 5 envisions what the NRRC legacy might be. Contains 196 notes.

developed an approach to teaching the legends that exposes students to numerous versions (including those written and illustrated for children) of the legends and allows them to pick their own Arthurian legend for reading and study. Activities include reading and summarizing the stories in small groups; two-column notetaking; journal writing; creation of coats of arms; production of a poster on a medieval period topic; viewing the film "Ladyhawke"; discussion of discrepancies among the retellings of the Arthurian legends; and a summary discussion. (Appendixes present numerous lists of books, reading materials, activity sheets, instructions for various activities, and a vocabulary list.) (RS)

ED 413 600 CS 216 070

Yolen, Jane, Ed.
Street Rhymes around the World.
PUB DATE- 92
NOTE- 45p.; For companion volume, "Sleep Rhymes around the World," see CS 216 071.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - General (020)
DESCRIPTORS- *Childhood Interests; Childrens Literature; Cultural Context; Foreign Countries; Illustrations; Multicultural Education; Oral Tradition; *Play; *Popular Culture; *Rhyme
IDENTIFIERS- *Literature in Translation; Oral Literature; Trade Books

Based on the idea that although children of every nation speak different languages the language of play is international, this collection of 32 street rhymes from 17 nations and republics offers each rhyme in its native language (Portuguese, Tamil, Hebrew, Japanese, Russian, Chinese, Spanish, Greek, German, Bantu (Mambwe), Danish, Cheyenne, French, Armenian, Dutch) along with a translation in English. Illustrations in the collection are from artists native to the countries represented and portray children in song and in play. Most of the rhymes in the collection are traditional and have been handed down from generation to generation of children. Rhymes are from the following countries: France, Germany, Mexico, Greece, India, Israel, Japan, the Netherlands, Republic of Russia, the United States, Native America/Cheyenne, Republic of Armenia, Brazil, Zambia, People's Republic of China, Denmark, and England. (NKA)

ED 413 601 CS 216 071

Yolen, Jane, Ed.
Sleep Rhymes around the World.
PUB DATE- 94
NOTE- 45p.; For companion volume, "Street Rhymes around the World," see CS 216 070. Illustrated by 17 international artists.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Childhood Needs; Childrens Literature; Cultural Context; Foreign Countries; Illustrations; Multicultural Education; Oral Tradition; *Popular Culture; *Rhyme; *Sleep; *Songs
IDENTIFIERS- *Literature in Translation; *Lullabies; Oral Literature

Based on the idea that, when bedding down for sleep, children all over the world welcome the comforting sound of lullabies sung by people they love, this collection contains 21 sleep rhymes

Cultural-Communication Empowerment Programs: A Summary Report.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 94
NOTE- 13p.; For related documents, see CS 509 635-636. A publication of the Project on Culture and Communication.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; At Risk Persons; Community Influence; *Community Involvement; *Cultural Awareness; Cultural Context; *Empowerment; Minority Groups; Models; Secondary Education; Skill Development; *Youth Programs
IDENTIFIERS- *Communication Strategies; *Cultural Communication Empowerment Programs; Life Transitions; Rites of Passage

A growing number of cultural, educational, and social service programs around the United States report success in reducing teenage school drop-out rates, unemployment, substance abuse, and pregnancy. Facilitators of these programs claim that long-lasting impact requires not only informing young persons about the real dangers of such behavior, but also providing intellectual and emotional rewards in the form of a sense of hope instead of despair and a feeling of connection to some larger community ("Time", Nov. 14, 1994). These programs are thus designed to empower youth at a time of life transition--especially during the middle-school years (ages 11-14)--when they feel most vulnerable and are most "at risk." Such programs have been the focus of review by the Project on Culture and Communication (University at Albany, SUNY, New York) for the past year. The primary task has been to survey available cultural-communication empowerment programs and to develop relevant documents which are available to interested government agencies, educational institutions, and community groups. This report summarizes the Project's efforts to date, and also serves as a complement to a resource guide and a bibliography published by the Project. This report largely employs the words of key practitioners, researchers, community activists and government spokespersons in order to display the philosophy, the operationalization, and the assessment of cultural-communication empowerment programs. Contains 13 references. (Author)

ED 413 621 CS 509 635

Sigman, Stuart J.; Scotchmer, Sara Parker
Rites of Passage for Youths, and Related Cultural Empowerment Programs: A Resource Directory.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 94
NOTE- 35p.; For related documents, see CS 509 634 and CS 509 636. A publication of the Project on Culture and Communication.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescent Development; *At Risk Persons; Community Influence; Cultural Awareness; *Empowerment; Minority Groups; *Resources; Secondary Education; Urban Youth; *Youth Programs
IDENTIFIERS- New York; *Rites of Passage

This directory lists 24 locations for various "rite of passage" programs. These programs are designed to empower youth at a time of life transition, especially during the middle school years, when children feel most vulnerable and are most "at-risk." The directory gives a brief description of each program and provides the names of contact persons, addresses, and, in paper examines legal cases to gain insight into political economic behavior and risks to public education from full- or nearly full-state funding. The first section provides a brief background on legislation and litigation related to nearly full-state funding in California. Downs' theory of political-economic behavior, a potential theoretical explanation, is presented in the second section. The third section describes risks associated with full- or nearly full-state funding, such as funding uncertainty, a decline in per-pupil expenditures, competition for funding, funding the minimum only, legislative inaction, a tax cut, and loss of local control. Recommendations are made in regard to designing a minimum-funding formula, establishing a reserve fund, and developing accountability measures. The following conclusions about California's recent experience with full-state funding are drawn: (1) State tax revenue is perceived as an unstable source of school-finance funding; (2) minimum funding formulas are complicated to design and may be ineffective and inefficient in a state political environment; and (3) full-state funding of public schools will result in apparent and actual loss of local control over school operations. (Contains 13 references.) (LMI)

ED 413 642 EA 028 687

Keane, William G.; Flam, Samuel
The Politics of Privatization: A Case Study.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; Elementary Secondary Education; *Policy Formation; *Politics of Education; *Private Sector; *Privatization; Public Relations; *Public Schools; *Public Support; School Community Relationship
IDENTIFIERS- Michigan

Little has been written about how to manage school-district conflict produced by a privatization initiative. This paper presents findings of a case study that investigated the politics of implementing a privatization initiative in a Michigan school district. The case demonstrates that no board of education should initiate a public discussion about any controversial issue without first considering the possible effects of the debate on public support for education. The constituent groups--parents, teachers, taxpayers, students, and various education and judicial authorities--reacted differently to the board's proposal for privatized services. In concluding, the paper offers suggestions for carrying out a viable political process: (1) initiate a policy context for the discussion; (2) identify the needs that precipitated the privatization discussion; (3) avoid blaming any individual or group; (4) learn before acting; (5) design a rational decision-making process that reflects an understanding of the interests of all constituent groups; (6) seek diversity in the study process; (7) involve the media; (8) make a situational decision; and (9) avoid promising a miracle. (Contains 27 references.) (LMI)

ED 413 643 EA 028 688

(1) Continue efforts to support state level reform; (2) continue to support intermediaries to provide assistance to states and school districts; (3) sponsor small working conferences; (4) devise an information-dissemination and technical-assistance strategy geared to small districts; and (5) give special attention to high-poverty districts on the various elements of standards-based reform. The Department of Education should invest heavily in research and development associated with assessment systems and should focus greater effort in identifying the most effective technical-assistance strategies to schools not making adequate progress. Finally, three recommendations are offered to ED for tapping into effective information channels: it should maintain its written and oral communication channels; it should take full advantage of non-federal education publications; and it should capitalize on the established connections of state-based and professional associations. A total of 19 tables and 30 charts are included. Appendices contain copies of the district and state survey instruments. (LMI)

ED 413 661 EA 028 764

Monk, David H.; Brent, Brian O.
Raising Money for Education: A Guide to Property Tax.
PUB DATE- 97
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Fiscal Capacity; *Income; *Property Taxes; *School Taxes; State Legislation; Tables (Data); Tax Effort; Tax Rates

There is a growing sense that education policymakers need to become more sensitive to the inequities and inefficiencies associated with the generation of local resources for education, particularly the property tax. The purpose of this book is to provide insight into issues surrounding the generation of local revenues for public education in general and the property tax in particular. Chapter 1 provides an overview of recent trends in revenue sources for public schools, and highlights the growing dependency of local districts on property-tax revenues. The next two chapters examine attributes that should be considered when assessing the merits and shortcomings of a given tax for purposes of financing education. Chapter 2 looks to theories of taxation to uncover the elements that should be present if a tax system is to treat taxpayers fairly or equitably. Chapter 3 expands on these equity notions, and introduces a framework for evaluating the desirability of various education taxes. Chapter 4 examines how the property-tax system operates. Chapter 5 explores alternative property-tax reforms (based on the notion that the property tax is an appropriate mechanism that can be reformed). Chapter 6 proposes that the property tax's shortcomings warrant a shift away from its use, and looks at taxes based on either income or sales and lotteries. Chapter 7 examines the use of nontraditional revenue sources, such as user fees and donations. The final chapter concludes with recommendations for generating local dollars for education. Eighteen tables and an index are included. (Contains 59 references.) (LMI)

ED 413 662 EA 028 765

*Time Blocks; Trimester System
Secondary school administrators must carefully consider the ramifications of a proposed alternative scheduling plan before proceeding with implementation. The first article in this newsletter presents findings from a study that compared data from two groups of schools (one group with a 4 X 4 block plan and the other with a trimester plan) to data from a group of schools that followed a traditional schedule. Six guidelines are offered for the successful implementation of an alternative schedule: (1) involve all members of the school community; (2) employ a researcher and/or program evaluator; (3) do not become the defender of one kind of scheduling plan; (4) keep communication open among all parties; (5) consider extensive staff development on instructional strategies; and (6) be creative and innovative. The second article describes the experiences of two high schools that took steps to ensure a smooth transition--Springfield Township High School, located in Erdenheim, Pennsylvania (a 4 X 4 block plan) and Hononegah Community High School, in Rockton, Illinois (a 7 X 1 extended period). Five figures are included. (The first article contains 7 references). (LMI)

ED 413 681 EC 305 915

Families and the Transition Process: Primary Style.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Information Services; Coping; *Disabilities; Early Childhood Education; *Parent Participation; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Private Schools; Referral; Resource Staff; *School Readiness; Skill Development; Staff Role; *Transitional Programs
IDENTIFIERS- *Kentucky; Project Head Start
Designed for parents in Kentucky, this handbook describes the Kentucky primary program and provides information about how parents can work with schools during the transition from preschool to ensure that their children receive an appropriate education. Children with educational disabilities are served in a variety of ways in the primary program. The primary program is described as a 4-year program encompassing kindergarten through the third grade that includes developmentally appropriate educational practices, multi-age and multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and parent and community involvement. The handbook addresses: (1) the feelings parents may have in moving their child from one environment to another; (2) transition tips for all parents; (3) preschool or Head Start staff responsibilities during transition; (4) private preschool program transition; (5) skills that ease public school entry; (6) steps to special education and related services, including the referral process, evaluation, eligibility, program planning, placement, implementation, and review; and (7) tips that may make parents feel more comfortable as they prepare for the Admissions and Release Committee. The handbook also includes a form for providing information about a child, a list of organizational

Academic Diversity in the Middle School: Results of a National
Survey of Middle School Administrators and Teachers. Research
Monograph 95124.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 95
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Administrator Attitudes;
Adolescents; Beliefs; Child Development; *Cooperative Learning;
Educational Practices; Intermediate Grades; Junior High
Schools; *Middle Schools; Principals; Surveys; *Teacher
Attitudes
IDENTIFIERS- National Research Center on Gifted and Talented

This study examined the ways in which current practices described in the middle school literature on meeting the needs of diverse learners are reflected in the policies, beliefs, and instructional practices of administrators and teachers. A survey of 125 principals asked about school characteristics, school organization, principal beliefs, curriculum, instruction, and assessment practices and cooperative learning practices. A survey of 274 teachers asked about teacher beliefs, curriculum, instruction, assessment, and cooperative learning practices. The study found that teachers and principals report that academically diverse populations receive very little, if any, targeted focus. Both principals and teachers reported beliefs that would appear to under-challenge advanced middle school students. The overwhelming majority of responding educators believed middle schoolers to be more social than academic, to be concrete thinkers, to be motivated primarily by extrinsic situations, and to work best with routine. More alarming is the belief of nearly half the principals and teachers that middle school learners are in a plateau learning period--a theory that supports the idea that basic skills instruction, low level thinking, and small assignments are appropriate. (Contains 39 references.) (DB)

ED 413 701 EC 305 975

Logan, Karen S.; Rizza, Mary G.; Gubbins, E. Jean; Gavin, M.
Katherine; Kloosterman, Valentina I.; Schuler, Patricia A.;
Vahidi, Siamak; Suroviak, Cathy E.
A Compendium of Research-Based Information on the Education of
Gifted and Talented Students.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Research; Elementary Secondary
Education; *Gifted; Research and Development; *Talent; Theory
Practice Relationship
IDENTIFIERS- *National Research Center on Gifted and Talented

This bibliography of approximately 175 items lists all papers, journal articles, book chapters, books, presentations and videotapes created by and for the National Research Center on the Gifted and Talented. Items are listed alphabetically by author and usually contain a brief abstract, as well as information on target audience and availability (address and cost). Individual items covered are dated from 1990 through

analysis, role playing, games, simulations, questions, and responses to questions. The paper describes elements of feedback instruction that research indicates are most effective for teaching individuals with learning disabilities, and general principles of feedback instruction. Ten principles of effective feedback instruction are explained: (1) plan for feedback; (2) use frequent feedback when appropriate; (3) provide feedback on a consistent basis; (4) provide feedback as closely as possible to the learner's response time; (5) whenever possible, provide feedback on an individual basis; (6) help students change their beliefs about who is in control of success; (7) strive for self-evaluation and self-correction; (8) include feedback that is positive; (9) provide feedback that is specific and corrective; and (10) establish goals for improvement. (Contains 11 references.) (CR)

ED 413 719 EC 305 993

Bates, Belinda, Ed.
Self-Advocacy: Empowerment for Adult Learners with Learning Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Adult Learning; Adult Literacy; Adult Students; *Learning Disabilities; Postsecondary Education; *Self Advocacy; Self Disclosure (Individuals); *Student Empowerment; *Student Rights; *Work Environment
IDENTIFIERS- *Academic Accommodations (Disabilities)

This issue of "Linkages" addresses skills that literacy programs can include in their curriculum to teach self-advocacy to adult learners with learning disabilities. Articles include: "Consumers Empowering Consumers" (Noel Gregg and Cheri Hoy); "Self-Advocacy: Practical Advice to the Adult with LD" (Pat Boyd); "Disclosure: It's a Matter of Choice" (Winnelle D. Carpenter); "Accommodations: Just What Is Reasonable?" (Linda Andreson); "Support, Care, and Accommodations: David Cameron's Story" (Kathy Martin); "Tips for Self-Advocacy in the Workplace" (Dale S. Brown); and "Learning through Accommodations" (Cindy Knight). The final article, "Self-Advocacy in Educational Settings" (Lydia Block), discusses the need to document a disability and identify the office that serves students with disabilities. Tips are provided to help students negotiate with professionals to get the academic support and accommodations they need, including: understanding your learning disability well enough to describe it; being able to explain how a specific accommodation will help you; explaining that an accommodation helps you accomplish the same tasks as your peers; and talking to learning disabilities or special education professional if you are working with someone who is reluctant to provide you with what you need. The newsletter includes a list of resources for individuals with learning disabilities. (CR)

ED 413 720 EC 305 994

Rettig, Heike, Ed.
Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995).
PUB DATE- 95
NOTE- 189p.; For individual articles, see FL 024 760-778. "In collaboration with Julia Pajzs and Gabor Kiss."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computational Linguistics; Computer Software; *Computer Software Development; Contrastive Linguistics; Czech; Data Processing; Dictionaries; *Discourse Analysis; Dutch; English; Foreign Countries; Information Technology; *Language Planning; Language Research; *Languages; Languages for Special Purposes; Linguistic Theory; Machine Translation; Morphology (Languages); Research Methodology; Russian; Shared Resources and Services; Slovenian; Spelling; Structural Analysis (Linguistics); Suprasegmentals; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- Speech Recognition

This proceedings contains papers from the first European seminar of the Trans-European Language Resources Infrastructure (TELRI) include: "Cooperation with Central and Eastern Europe in Language Engineering" (Poul Andersen); "Language Technology and Language Resources in China" (Feng Zhiwei); "Public Domain Generic Tools: An Overview" (Tomaz Erjavec); "The 'Terminology Market'" (Christian Galinski); "Lexical Resources and Their Application" (Martin Gellerstam); "Encoding Standards for Linguistic Corpora" (Nancy Ide); "Machine Translation: State of the Art, Trends and the User Perspective" (Steven Krauwer); "MULTEXT-EAST: Multilingual Text Tools and Corpora for Central and Eastern European Languages" (Erjavec, Ide, Vladimir Petkevic, Jean Veronis); "Speech Recognition: A General Overview" (Luis de Sopena); "Language Resources: The Foundations of a Pan-European Information Society" (Wolfgang Teubert); "Rail-Lex Slovenia--A Modern Railway Dictionary" (Primoz Jakopin); "A New Dutch Spelling Guide" (J. G. Kruyt, P. G. J. van Sterkenburg); "European Language Resources and the Treasury of the Computerised Russian Language Fund" (Elena Paskaleva); "HUMOR--A Morphological System for Corpus Analysis" (Gabor Proszeky); "CORDON--A Joint Venture Case Study" (Norbert Volz); "EVA--A Textual Data Processing Tool" (Jakopin); "On-line Access to Linguistically Annotated Text Corpora" (Kruyt, S. A. Raaijmakers, P. H. J. van der Kamp, R. J. van Strien); "Tagging a Highly Inflected Language" (Paskaleva, Bojanka Zaharieva); and "A Simple Czech and English Probabilistic Tagger: A Comparison" (Barbora Hladka, Jan Hajic). (MSE)

ED 413 739 FL 024 760

Andersen, Poul
Cooperation with Central and Eastern Europe in Language Engineering.
PUB DATE- 95
NOTE- 13p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

of language education, compares perspectives offered by pedagogy and andragogy, and examines texts and syllabi used in high school, undergraduate, graduate, and training curricula. The history of language instruction in the United States is chronicled from the early 1950s, noting commonalities and differences in three major theoretical approaches: structural analysis of language, the notion of deep structure, and lexico-semantic theory. Issues related to language teacher training, common fallacies about language learning, and language teaching techniques and materials are examined. The concepts of pedagogy and andragogy and their underlying assumptions are then compared, noting that andragogy assumes learners to be autonomous and able to identify learning desires and needs and use experience as a major learning resource. It is argued that the nature and outcome of language instruction processes hinge on educators' assumptions about learners' abilities and needs. Results of examination of 31 language textbooks and 25 course syllabi on diverse languages are presented, focusing on shortcomings in approach, design, and instructional techniques. It is concluded that the autonomy, self-directedness, and creativity encouraged by the principles and practices of andragogy are the characteristics most needed in language learners. Contains 50 references. (MSE)

ED 413 759   FL 024 793

Zoreda, Margaret Lee, Comp.; Diop, Mamoudou Si, Comp.; Vivaldo Lima, Javier, Comp.
Actas de la 4th mesa redonda sobre investigacion en "Lenguas Extranjeras" en la Universidad Autonoma Metropolitana 1996. (Proceedings from the 4th Roundtable on Investigation in Foreign Languages in the Autonomous Metropolitan University 1996).
PUB DATE- 97
NOTE- 90p.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Style; College Students; Culture Contact; *English (Second Language); Foreign Countries; German; Higher Education; Language Attitudes; Language Processing; *Language Research; Poetry; *Reading Instruction; Second Language Instruction; Second Language Learning; Student Attitudes; Student Evaluation; Written Language
IDENTIFIERS- *Universidad Autonoma Metropolitana (Mexico)

The articles included in this volume were selected as exemplary papers from the conference in Mexico. The goal of the forum was to provide an opportunity for researchers from the three branches of the Universidad Autonoma Metropolitana (UAM) to meet and discuss research projects currently in progress at the university. The works presented here reflect the wide interests and research priorities that are currently being investigated in the field of foreign language education. Papers include: "The Literary Text as a Reflective Tool and Active Reading Experience in the Foreign Language Classroom (Yvonne Cansigno Gutierrez, Luz Maria Reyna Malvaez Swain); "The Attitude of the University Student Toward Learning English and Its Impact on School Success: The Case of English Reading Classes at the UAM-Iztapalapa" (Susana Ibarra-Puig); "On the Threshold of Cross-Cultural Encounters" (Margaret Lee Zoreda); "Assessment in Foreign Languages: An Essential Part of the Teaching-Learning Process" (Margarita Elena Magana Sanchez, Mamoudou Si Diop, Amalia Tellez Salazar); "The Goal, Justification, and Basis of a Choral Poetry Workshop in the German Language, Designed for compensation strategies during listening or reading comprehension tasks, and metacognitive strategies in listening and writing tasks. Most students used noncommunicative strategies such as repeating, translation, or rote memorization. In higher grades, advanced students relied less on the mechanical process. Poor students used traditional cognitive strategies across grade levels. Overall, every student was actively involved in the learning process. Appended materials include notes on learning strategies and study data. Contains 68 references. (MSE)

ED 413 779 FL 024 890

Kang, Dong-Ho
Narrative of Korean Children: A Case Study of Structural and Cultural Components in Second Language Development by Learners of English.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Child Language; *Cultural Awareness; Elementary Education; *English (Second Language); Foreign Countries; Immigrants; Korean; Language Patterns; Language Usage; Native Speakers; *Personal Narratives; Second Language Learning; *Story Telling; Uncommonly Taught Languages

A study investigated how native Korean-speaking children living in the United States tell stories in English, focusing on structural characteristics, cultural constructs, and second language development. Subjects were three children born in Korea and attending American elementary schools; two had been in the United States for less than a year. Their personal narratives, concerning the most terrible or sad experience and/or the happiest experience in their lives, were recorded and analyzed in relation to research on story structure, language development, and cultural influence. Results indicate the stories contained three major components: narrative, descriptive, and evaluative structure. The children made "look-alike" events become one, single, large story, and the stories were object regulated with little evaluative structure. It is suggested that evaluative structure is likely to develop as the children interact more with their peers in the United States. Transcripts of the stories are appended. Contains 34 references. (MSE)

ED 413 780 FL 024 895

Saunders, George, Ed.; Ginori, Luciano, Comp.
The Future of Interpreting & Translation: Keeping in Touch with a Changing World. Proceedings of the Conference (University of Western Sydney, Macarthur, New South Wales, Australia, April 1, 1995).
PUB DATE- 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); Advocacy; Career Development; Certification; Conferences; Court Litigation; English; Foreign Countries; Futures (of Society); Higher Education; *Information Services; *Interpreters; *Interpretive Skills; *Language Patterns; Literature; Onomastics; Professional Development; Professional Education; Public

process; U.S. history and government (discovery and settlement, Revolutionary War and independence, national government and the Constitution, state and local government, U.S. history since 1800); citizen rights and responsibilities; and test (interview) preparation. In the last module, the 100 questions are presented in both English and Spanish. A list of additional resources is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 801 FL 801 206

Greenleaf, Connie; Gee, Mary Kay
Identification, Needs Assessment, and Instructional Planning for ESL Learners in NonESL Settings.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Check Lists; Classroom Observation Techniques; Classroom Techniques; Educational Needs; *English (Second Language); High School Equivalency Programs; *Identification; *Instructional Design; Language Tests; *Limited English Speaking; Second Language Instruction

The guide is designed for teachers in adult basic education and General Educational Development classes, as an aid for identifying potential limited-English-proficient (LEP) students, assessing their English proficiency in all language skill areas, observing classroom behaviors that might impede comprehension, and planning appropriate instruction. It consists of five parts. The first is a teacher observation checklist for classroom use. The second is an English language skill assessment tool consisting of an oral language test (giving short answers, answering open-ended questions, and storytelling), a reading skills test (letter recognition, word recognition, sentence reading, and paragraph reading), and a writing skills test (letter and word writing and sentence dictation). Test administration instructions, student answer sheets, and a scoring guide are included. Part three is a behavior checklist for teachers to use in assessing whether and how they are improving their comprehensibility in classroom communication. Part four offers strategies for planning instruction for students of diverse language abilities. The final part is an instructional planning checklist for the teacher. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 802 FL 801 207

Greenleaf, Connie; Gee, Mary Kay
Step One: Essential Oral Skills for Adult ESL Learners.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Daily Living Skills; Employment; *English (Second Language); Grammar; Health Education; Instructional Design; *Interpersonal Communication; Interpersonal Relationship; Lesson Plans; *Oral Language; Second Language Instruction; Skill Development; *Speech Skills;

Chronister, Jay L.; Gansneder, Bruce M.; Harper, Elizabeth; Baldwin, Roger G.
Full-Time Non-Tenure-Track Faculty: Gender Differences.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjunct Faculty; Career Development; *College Faculty; Faculty College Relationship; Faculty Publishing; Faculty Workload; *Full Time Faculty; Higher Education; Job Satisfaction; *Nontenured Faculty; *Sex Differences; Teacher Salaries; Trend Analysis

Tables and text summarize differences and trends in gender differences among full-time non-tenure-track (NTT) faculty. Five tables present data on: (1) change in faculty distribution by gender and tenure status, fall 1975-fall 1993; (2) gender distribution of full-time NTT faculty across types of institutions, fall 1992; (3) percent distribution of full-time female and male NTT faculty by program areas, 1992-93; (4) average salaries of full-time male and female NTT faculty by type of institution, 1992-93; and (5) mean instructional duties satisfaction by full-time NTT faculty by gender, fall 1992. Paragraphs summarize available information on: where full-time NTT faculty are employed; NTT faculty by program area; and their academic preparation, age, years in current position, workload, scholarly productivity, compensation, and job satisfaction. The article notes that the proportion of NTT faculty has gone from 18.6 percent to 27.3 percent, with most of the increase due to female faculty; that NTT women now make up more than half of the faculty at 2-year and masters-level institutions; that women NTT are likely to be employed in traditionally female fields, to make less money, to publish less frequently; and be less likely to hold a doctorate or professional degree. (DB)

ED 413 820   HE 030 723

Wolfram, Gary
The Threat to Independent Education: Public Subsidies and Private Colleges. Policy Analysis, No. 278.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Financial Support; Government Role; *Government School Relationship; Higher Education; *Private Colleges; *Private Sector; *Public Sector; *State Aid; State Colleges; State Universities; Student Financial Aid; Tuition
IDENTIFIERS- California; New York; Vermont

This paper analyzes the negative effects on private colleges of state subsidies provided to state-run colleges, noting the increasing proportion of students attending public colleges and the closing of more than 300 private colleges between 1969-70 and 1992-93. It urges legislators to eliminate direct subsidies to universities, to require universities to charge tuition sufficient to cover costs, and to give financial aid directly to students. The first section considers effects of government subsidies on college tuition and the shift in enrollment from private to public colleges. Next, the British experience with project involved development of fiscal policy for distance education. Appended are descriptions of each state project, its setting, specific activities, and project impact. Also appended are five issues of the project's REDESIGN newsletter, designed to be a forum for discussion of public policy issues facing the states. (CH)

ED 413 838 HE 030 749

Kaplan, Ann E., Ed.
Giving USA 1997: The Annual Report on Philanthropy for the Year 1996.
PUB DATE- 97
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Corporate Support; *Donors; Economic Factors; Fund Raising; Philanthropic Foundations; *Private Financial Support; Tables (Data); Trend Analysis

This report presents a comprehensive review of private philanthropy in the United States during 1996. After a preliminary section, the first section presents data on giving, using text, graphs, and charts. Sections cover: overall 1996 contributions; changes in giving by source and use; total giving (1966-1996); inflation-adjusted giving in 5-year spans; giving as a percent of gross domestic product; giving by source as a percent of total giving; giving by individuals, bequests, foundations, corporations, and by use; giving to religion, education, health, human services, arts/culture/humanities, public/society, environment/wildlife, international affairs; and number of 501(c)(3) organizations from 1987-1995. The next section reviews the year in terms of sources and uses of contributions. The following sections review the legal and legislative environment, giving worldwide, gifts of $1 million or more, and some planned giving instruments. A section of tables provides data on giving by source and use in both current and inflation-adjusted dollars, comparisons of 1996 and 1995 estimates, giving as a percent of gross domestic product (1966-96), individual gifts and personal income (1966-96) and corporate gifts and pretax income (1966-96). A list of sources of philanthropic information and a summary of the National Taxonomy of Exempt Entities complete the report. (DB)

ED 413 839 HE 030 750

Folts, James D.
History of the University of the State of New York and the State Education Department 1784-1996.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; Educational Television; Elementary Secondary Education; Higher Education; Limited English Speaking; Museums; Professional Education; Rural Education; School Districts; Special Education; State Boards of Education; *State Departments of Education; State Libraries; *State Standards; *State Universities; Urban Education; Vocational Education
IDENTIFIERS- New York; *New York State Education Department; New

disseminate knowledge concerning curriculum content and the institutionalization process. Appendices include: the survey instrument, survey results, diagnostic instrument for assessing university context, evaluation report, program brochure, catalog listing, and the syllabus for Political Psychology 201: Fundamentals of Political Psychology. (CH)

ED 413 858   IR 018 607

Potlatch, NECC '97. Proceedings of the Annual National Educational Computing Conference (18th, Seattle, Washington, June 30-July 2, 1997).
PUB DATE- 97
NOTE- 553p.; For the 1996 proceedings, see ED 398 877.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Computer Networks; Computer Software; *Computer Uses in Education; Curriculum Development; Distance Education; Educational Cooperation; *Educational Technology; Electronic Mail; Electronic Publishing; Elementary Secondary Education; Futures (of Society); Higher Education; Instructional Materials; *Internet; Libraries; Local Area Networks; *Multimedia Materials; Online Systems; Sex Differences; Special Needs Students; Student Attitudes; Teacher Attitudes; Teacher Education
IDENTIFIERS- Technology Plans; Virtual Classrooms

These conference proceedings report on the current trends, practices, and research in the field of educational technology. Papers and project descriptions are included on the following topics: digital portfolios; United Nations convention for children's rights; virtual communities and classrooms; study strategies; e-mail communication across the world; empowering educators with technology; electronic books; integrating technology into the curriculum; web pages and K-12 education; library media specialists in cyberspace; instructional design; Internet and intranet applications; technology planning; reengineering the education process; C for the Advanced Placement exam; exploring women's careers via computer dialogue; creating web page graphics; introducing teachers to the Internet; peer-to-peer relationships on the Internet; students with disabilities; laptop computer use; educational partnerships; technology as a tool for engaging learning; building network infrastructure; CD-ROM recording; leadership, change, and technology; staff development; future of technology in education; robotics; computer-based concept mapping; cooperative learning and technology; evaluating presentation packages; software code reuse; telecommunications projects; virtual practicums for preservice teachers; gender issues in educational technology; software resource management; telementoring; equal access to technology; professional development; electronic publishing; multimedia; wireless infrastructure; virtual field trips; research using the Internet; professional development; distance education; community-based planning; project-based learning; online curriculum development; computer graphics; computer programming languages; student attitudes toward online services; groupware; hypermedia; and presentation technologies. Lists are provided of local conference committee and program committee members; board of directors; society representatives; NECC conference chairs for 1996, 1997, 1998, and 1999; and descriptions of National Educational Computing Association member societies. Contains an author, affiliation, and key word index. (SWC) reviews and reports from 1990-1997, from both published and unpublished sources. The report provides software developers and publishers with research that will enable them to improve educational technology. It can also help educators make effective decisions as they attempt to incorporate technology into the curriculum, increase student achievement, and select educational software. The report is divided into three sections: (1) Effects of Technology on Student Achievement; (2) Effects of Technology on Student Self-concept and Attitudes About Learning; and (3) Effects of Technology on Interactions Involving Educators and Students in the Learning Environment. The level of effectiveness of educational technology is influenced by the specific student population, software design, the educator's role, how the students are grouped, and the level of student access to the technology. Educational technology has positive effects on student achievement, attitudes toward learning, and student self-concept. Teacher training gives educators greater comfort in using computers, an understanding of how to integrate software into the curriculum, and increases the desire to use computers. Introducing technology in the learning environment makes learning more student-centered, encourages cooperative learning, and stimulates increased teacher/student interaction. (Contains 226 references.) (SWC)

ED 413 876   IR 018 628

Hobbs, Vicki M.; Christianson, J. Scott
Virtual Classrooms: Educational Opportunity through Two-Way Interactive Television.
PUB DATE- 97
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Community Development; Computer Networks; Cost Effectiveness; *Distance Education; *Educational Cooperation; *Educational Technology; Elementary Secondary Education; Instructional Innovation; *Interactive Television; *Shared Resources and Services; Technological Advancement; Telecommunications
IDENTIFIERS- Barriers to Implementation; *Virtual Classrooms

This book describes in non-technical language how a small school can greatly expand its course offerings by forming a two-way interactive television (I-TV) network with surrounding school districts. I-TV is the linkage of 3 to 10 school districts over fiber optic, coaxial cable, or dedicated copper telephone lines which enables participating schools to share teachers and electronically combine students. The book provides insights into the process of teaching and learning in the I-TV classroom, useful checklists, and sample surveys. A cost-benefit model details how to assess the local economic impact on individual adopters, rather than relying on statistical averages. The book is divided into 11 chapters: (1) The Need for Distance Learning: An Introduction to Two-Way Interactive Television; (2) I-TV Technology Options; (3) Establishing a School-Based I-TV Network; (4) Network Organization and Administration; (5) I-TV Evaluation; (6) Technology Tools in the Virtual Classroom; (7) Teaching and Learning in the Virtual Classroom; (8) Issues in Human and Social Capital; (9) Conducting an I-TV Cost-Benefit Analysis; (10) Global

Internet, and handouts. The next section provides information on Virtual Economics, a CD-ROM designed to give teachers the resources they need to help students at all grade levels understand the economy and develop basic decision making skills while learning to use interactive, multimedia technology that promotes higher-level learning. Contents include framework questions to give teachers a refresher on economic concepts or to use with students and extended activities. The final section provides information on PowerPoint presentation software for creating and presenting slides. (YLB)

ED 413 426 CE 074 988

Tessaring, Manfred
Forecasting Sectors, Occupational Activities and Qualifications in the Federal Republic of Germany. A Survey on Research Activities and Recent Findings.
PUB DATE- 97
NOTE- 96p.; Paper presented at a meeting of the Circle for Research Cooperation on Trends in Occupations and Qualifications--CIRETOQ (Marseilles, France, November 20-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Demand Occupations; Employment Patterns; *Employment Projections; Foreign Countries; Job Skills; *Labor Economics; Labor Market; *Labor Needs; *Labor Supply; Models; Postsecondary Education; Secondary Education; Skilled Workers; Unskilled Workers; Vocational Education
IDENTIFIERS- *Germany

In view of German reunification, the 1992-94 recession, and ongoing demographic, technological, organizational, and social changes, alternative projections of labor market and employment structures provide policy makers with needed information. The Institut fur Arbeitsmarkt- und Berufsforschung (IAB) structural labor projection (1989) forecasted continued growth of the service sector and corresponding decline of primary and secondary sectors. An update in 1993 showed quite similar results. Labor market projections are also based on econometric models. The IAB System for Simulation and Forecasting takes into account many different types of interdependencies in the economy. Results show the level of employment will increase, whereas the labor force potential should expand less rapidly. The Industrial Forecasting Germany model finds that labor productivity increase will exceed economic growth until 2000 causing employment to fall consistently. A 1994 projection of the structure of labor demand closely follows IAB forecasts. Service occupations will expand; demand for unskilled people will fall in all occupations. Results of supply projections prepared by the German Joint Commission of Federation and Lander for Education Planning and the Promotion of Research (1994) indicate that the supply of unskilled workers will exceed demand, and demand for skilled workers will exceed supply. (The report contains information on statistical sources and classifications and 36 references.) (YLB)

ED 413 427 CE 074 990

Canny, Angela; Hughes, Gerard
Occupational Forecasts for 1998 for Ireland and Their Implications for Educational Qualifications.
PUB DATE- 96

Entry Working Class and Minority Women" (Diedra Miller, Marilyn Korostoff, Kathryn Girard, Susan Hunter Hancock, Richard Cohen); "The Adult Decision-Making Process" (Grete Stenersen); "Blended Life Planning: Connecting Education, Leisure, and Work in Adult Degree Programs" (Joyce C. Woodruff); "The Praxis Model for Adult Education" (Mary E. Boyce, Carol Ann Franklin, John W. Willets); "Listening to Students: The Effect on Teaching" (Frances H. Coker); "Empowering Faculty to Manage Off-Campus Degree Programs: Redefining Faculty Workloads and Service" (William A. Cook); "Creating an Appropriate Academic Advising Environment for Minority Male Adults with Entry Fears: The Path to Retention" (Mary J. Didelot); "Learning to Live Together: How Adult Degree and Traditional Undergraduate Programs Exert Mutual Influence" (Dennis R. Parks); "Transforming Experience into Learning Outcomes" (Richard M. Ashbrook, Daina McGary); "Outcomes Assessment: The Walden Approach Focusing on Final Outcome" (Caroline L. Bassett); "Identifying Common Learning Outcomes in Adult Degree-Completion Programs in Management" (John Fazio, Dawn Hodges); "Thinking of Adult College Students in Terms of Erikson's Ethic of Care" (Judith Gerardi); "Teaching Information Retrieval Skills to Adult Students" (Bonnie Gratch, Helene LaFrance); "University, Community College, and Corporate Cooperation in Delivering a '2 Plus 2' Baccalaureate Program via Two-Way Interactive Video Technology" (Gary R. Levine, Marilyn Kelly, David Heifetz); "Playing in the Cyberspace Sandbox: The Intersection of the Human and Electronic Communities" (Rena Palloff, Keith Pratt); "The Use of Videotapes to Enhance Intellectual Life in a Non-traditional Adult Degree Program" (Bedford M. Vestal, John Hockett, Robert Con Davis); "Sleuthing San Francisco Connections: Detective, Fiction, Popular Culture, and the Academy" (David Belcastro); "Differences in Process and Content Emphasis in Individualized Education" (Xenia Coulter, Lee Herman, Thomas Hodgson, Sylvain Nagler, Irene Rivera de Royston); "Designing Connections: Shortening the Curriculum Review Process in Adult Higher Education" (Kiren Dosanjh, Rick Williams, Gary Zucca); "A Conversation on the Socratic Method" (Sue Fishman, Ethan Fishman); "The Socratic Method and the Great Books" (Jeanne Foster); "Patterns of Learning Involvement, Adult Degree Program Students, and an Alternative Perspective on Student Learning Outcomes" (Carol E. Kasworm); and "Border Crossings, Collaboration, and Connections: An International Perspective." (David Shallenberger, Ann Folwell Stanford). (KC)

ED 413 446   CE 075 045

Multiple Intelligences: A Wealth of Human Potential.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Business Education; *Cognitive Style; Kinesthetic Perception; *Learning Modalities; Learning Processes; *Learning Strategies; *Multisensory Learning; Nonverbal Learning; Postsecondary Education; Secondary Education; Teaching Methods; Verbal Learning; Visual Learning
IDENTIFIERS- *Multiple Intelligences

This issue focuses on the multiple types of intelligences that students and teachers possess, and provides tips for using this information in the business education classroom. The following articles are included: "How Do Students Learn Best and How Can Teachers Best Help Them?"; "Multiple Intelligences in Action in

(055)
DESCRIPTORS- *Ancillary School Services; Community Information Services; Cooperative Planning; Demonstration Programs; *Education Work Relationship; High Schools; *Integrated Services; Needs Assessment; Program Development; Program Implementation; Referral; School Community Programs; School Community Relationship; School Health Services; State Programs; Statewide Planning; Vocational Education

This publication is designed to assist high school educators in developing a comprehensive student services system. Following a brief introduction, section 2 focuses on the common features of a comprehensive student services delivery system. It offers brief highlights of existing forms of comprehensive school-linked strategies such as family resource centers, community school programs, information and referral programs, and school-based and school-linked comprehensive health programs. Section 3 describes three initiatives that each offer their own unique approach for providing a comprehensive set of student services: Youth Fair Change School-to-Career Program, Manual and East High Schools, Denver; Oklahoma's Statewide Plan; and the Pennsylvania Initiative. The programs vary in scope and delivery and are in different stages of implementation. Section 4 is a guide to developing a comprehensive student services system. It outlines the five-step process in a way that allows the user to skip to those steps that seem most appropriate to his or her situation. The steps are as follows: (1) identify the need; (2) develop a vision; (3) identify resources; (4) make a plan; and (5) get down to the nitty-gritty. Each section in the publication contains questions and activities that will assist in the development process. Appendixes contain 10 references and the Office of Student Services Brief, "Improving Student Services in Secondary Schools," which should be used in conjunction with this publication. (YLB)

ED 413 465   CE 075 068

Vocational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 97
NOTE- 13p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; *Career Development; Career Guidance; *Counselor Role; *Disabilities; *Education Work Relationship; Educational Cooperation; Educational Legislation; Educational Planning; Federal Legislation; Postsecondary Education; Program Development; Regular and Special Education Relationship; Secondary Education; Special Education; *Teacher Role; Vocational Education; Vocational Education Teachers; *Vocational Evaluation
IDENTIFIERS- *School to Work Opportunities Act 1994

This issue discusses the many facets of vocational assessment in the development of transition plans and services. "Vocational Assessment: The Kick-Off Point for Successful Transitions" (Pamela J. Leconte, Debra A. Neubert) presents an overview of why assessment is important and how it connects school to work. "Professionals in Vocational Assessment" describes the roles of different professionals in a school setting who would likely be responsible for vocational assessment activities---special education teacher, guidance counselors, vocational educators, and vocational evaluators/vocational assessment specialists. "When All Means All: How to Include Youth with Disabilities in

(5) program design; (6) recruitment; (7) orientation; (8) assignment; (9) training; (10) retention; (11) recognition; and (12) monitoring and evaluation. The guide also contains an annotated list of six resources available from the American Association of Retired Persons, the National Association of Partners in Education, and the Retired Senior Volunteer Program. (KC)

ED 413 484 CE 075 118

Joerschke, John D.
Exploring Technology Education: Exploring Construction Technology.
PUB DATE- 97
NOTE- 172p.; For related documents, see ED 410 412-414 and CE 075 119.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; Classroom Techniques; *Competence; Competency Based Education; *Construction (Process); *Course Content; Curriculum; *Job Skills; Learning Activities; Secondary Education; Teaching Guides; Teaching Methods; Technology Education; Test Items; Transparencies; Units of Study; Vocational Education
IDENTIFIERS- *Space Stations

This guide is part of a series designed to help students learn about technology and teachers organize and improve instruction in technology. The instructional materials are based on the curriculum-alignment concept of first stating the objectives, developing instructional strategies for teaching those objectives, and assessing to those same objectives. The activities in this unit relate to constructing a space station model. The teacher edition includes the following components: suggested activities, learning activities sheet, teacher supplements, an optional assignment sheet, an optional activities module, answers to assignment sheets, written test with answers, and unit evaluation form. In addition, the teacher edition includes information on use of the publication, a competency profile, an instructional and task analysis, academic and workplace skill classifications and definitions, and a related academic and workplace skills list. The student edition contains a unit of study on construction technology that includes the following components: objective sheet, information sheet, assignment sheets, laboratory activity sheets, and student supplements. (KC)

ED 413 485 CE 075 119

Joerschke, John D.
Exploring Technology Education: Exploring Energy, Power, and Transportation Technology.
PUB DATE- 97
NOTE- 143p.; For related documents, see ED 410 412-414 and CE 075 118.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; Classroom Techniques;

college practice: Basford Hall College, which uses desktop VC to provide advice and guidance and to offer training programs to the local community; Clarendon College, which offers an interactive television project; and Huddersfield Technical College, which delivers training in the workplace via VC. Each case study offers a summary, background, technical details, uses of the system, and evaluation. Appendixes include a glossary and lists of information sites on the Internet and sources of information on VC systems. (YLB)

ED 413 502 CE 075 160

Stephenson, David
Residential and Light Commercial HVAC. Teacher Edition and Student Edition. Second Edition.
PUB DATE- 98
NOTE- 911p.
LANGUAGE- English
EDRS Price- MF6 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Air Flow; Curriculum Guides; *Heating; Instructional Materials; Learning Activities; *Maintenance; Postsecondary Education; *Refrigeration Mechanics; Secondary Education; Skilled Occupations; Student Evaluation; Technical Education; Troubleshooting; *Ventilation

This package contains teacher and student editions of a residential and light commercial heating, ventilation, and air conditioning (HVAC) course of study. The teacher edition contains information on the following: using the publication; national competencies; competency profile; related academic and workplace skills list; tools, equipment, and materials list; and list of 38 references. The curriculum consists of 18 units designed for use in more than one lesson or class period of instruction. Each unit provides an instructional plan outlining preparation, delivery and application, and evaluation; teaching suggestions; and a list of supplemental resources. The unit also contains answer keys for assignment sheets and written test, unit evaluation, information sheet, and transparency masters. Unit topics are as follows: psychrometrics for residential HVAC; psychrometrics for light commercial HVAC; residential load calculations; residential duct design and sizing; residential air quality management; light commercial load calculations; light commercial system design; light commercial air treatment; standard gas-fired furnaces; high efficiency gas-fired furnaces; oil-fired furnaces; electrical heating systems; cooling systems; heat pump systems; balance points; introduction to hydronics; customer relations; and service operations. The student edition provides these materials for each unit: object sheet with unit and specific objectives; information sheet; assignment sheets; and job sheets. (YLB)

ED 413 503 CE 075 215

Ainley, John; Fleming, Marianne
School-Industry Programs. National Survey 1996.
SPONS. AGENCY- Australian Student Traineeship Foundation, Sydney.
PUB DATE- 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

NOTE- 122p.; Updated version of ED 385 720. For a related document, see CE 075 253.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Career Education; Competency Based Education; *Economic Development; *Education Work Relationship; Educational Change; *Educational Improvement; Educational Planning; High Schools; Institutional Cooperation; *Job Training; *Labor Force Development; Postsecondary Education; State Programs; *Vocational Education
IDENTIFIERS- *Washington

This document is the 1996 update to a 1994 Comprehensive Plan for Workforce Training and Education in Washington State. The plan focuses on collective actions that public and private sector partners need to take to have the best work force development system in the nation. The plan details how jobs are increasingly demanding higher-level skills, how workers entering the work force (who are often minorities or women) may lack those needed skills and how the education system must change in order to meet the challenge. Topics covered include the following: education reform and school-to-work transition; a customer-focused training and employment system; systemwide accountability; and public and private partnerships; and funding. The plan addresses seven overarching goals: (1) competencies--workforce possesses the skills and abilities required in the workplace; (2) employment--workforce finds employment opportunities; (3) earnings--workforce achieves a family-wage standard of living from earned income; (4) productivity--workforce is productive; (5) reduced poverty--workforce lives above poverty; (6) customer satisfaction--workforce development participants and their employers are satisfied with workforce development services and results; and (7) return on investment--workforce development programs provide returns that exceed program costs. It then suggests seven most urgently needed actions: implementation of performance management for continuous improvement throughout the workforce development system; increase the capacity of the training and education system; continue to implement school-to-work systems; vertically integrate all elements of the workforce training and education system; increase public awareness of the importance of workforce training and education issues; focus workforce training to make welfare reform work; and connect workforce training and education with economic development. (KC)

ED 413 521 CE 075 257

Workforce Training Results. An Evaluation of Washington State's Workforce Training System. Second Edition.
PUB DATE- 97
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Articulation (Education); Career Education; Community Colleges; Competency Based Education; Economic Development; *Education Work Relationship; Educational Change; Educational Improvement; Educational Planning; High Schools; Institutional Cooperation; *Job Training; *Labor Force Development; Program Effectiveness; Program Improvement; *State Programs; Two Year Colleges;

was recommended that the DOL use those characteristics to design outreach efforts or establish priorities among eligible applicants. (Fifteen tables/figures are included. Appendixes constituting approximately 50% of this document contain the following: information about the study's scope and methodology; the DOL's Job Corps eligibility criteria; the DOL's Capability and Aspirations Assessment Tool; analysis of the relationship between participant characteristics and the likelihood of remaining in Job Corps for at least 60 days, data supporting the reported figures; comments from the DOL; and GAO contacts and staff acknowledgments.) (MN)

ED 413 539   CE 075 286

Suggestions for Career Exploration and Job Seeking.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Apprenticeships; *Career Education; *Career Exploration; *Job Search Methods; Labor Market; Public Agencies; Resource Materials; State Agencies
IDENTIFIERS- *New York

This booklet, which is intended for individuals seeking jobs in New York State, consists of suggestions for career exploration and job seeking. The booklet begins with a brief discussion of places to begin a job search: New York State Job Service and community service centers; schools and community organizations providing free advice; libraries; advertisements; counseling and testing; federal and New York state government publications; private publications; unions and professional associations; and employers. The following topics are discussed in the remaining sections: the Department of Labor's home page; America's Job Bank; New York's WORK Station (a computer application used to help people conduct broad-based, extensive job searches); the New York State Department of Labor's electronic bulletin board systems; industries and occupations with the most expected growth; common job search methods; apprenticeship; steps in completing an employment application; questions employers cannot legally ask in New York state; resumes; job interviews; job-seeking tips for out-of-state residents; 12 sources of assistance (including information about the labor market, education and training opportunities, and financial assistance for education); 10 publications available from the New York State Department of Labor; and addresses of the New York State Department of Labor's labor market analysts and apprentice training offices. (MN)

ED 413 540   CE 075 287

An Interdisciplinary Core Curriculum for the Adult Learner. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 163p.; Brochures, videotape, and sample course packet are not included in this document and not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

drugs. It is estimated that those students who do not attend drug-free schools are four times likelier to smoke marijuana. (RJM)

ED 413 559 CG 028 155

Mitchell, Carole; Bone, Mike
Tackling Drugs Together: Addressing the Issues in the FE Sector. FEDA Paper.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; College Administration; *College Environment; College Students; Drug Use; Foreign Countries; Higher Education; *Illegal Drug Use; *National Surveys; Profiles; Program Descriptions; *Student Attitudes; Substance Abuse
IDENTIFIERS- *Further Education Unit (England)

This report presents a Further Education Development Agency (FEDA) survey of 489 colleges throughout England, Wales, and Northern Ireland, along with an in-depth study of 30 of these schools. The report focuses on the extent of drug-related problems in colleges, the key issues emerging from colleges' experiences in dealing with drugs, and examples of good practice. It opens with background information on collegiate drug use, which includes context and prevalence; drug knowledge; and attitudes toward drugs. Findings show that young people perceive adults, especially parents and teachers, as being uninformed about drugs and their effects. Furthermore, college administrators, when asked to estimate the extent of drug abuse/misuse in their local communities and institutions, mostly believed drug problems to be worse in the surrounding communities than on their campuses. The report offers further details on college initiatives, counseling services, community agency links, particular drug-related problems, college policies, and issues and concerns. In-depth analysis is provided on results of the 30 telephone interviews, and ways in which colleges can reduce drug problems are presented. (RJM)

ED 413 560 CG 028 157

Macklem, Gayle L.
Designing and Justifying a Treatment Intervention for Severely Behaviorally Disordered Young Children in a General Education Setting.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Anaheim, CA, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Case Studies; Children; Early Childhood Education; *Early Intervention; High Risk Students; Program Descriptions; Pupil Personnel Services; School Counseling; School Psychologists; *Teamwork

The time for school psychologists to invest concentrated and intensive intervention is when students are very young and still in general education settings. This paper presents suggestions on ways to accomplish this through data collection,

(RS)

ED 413 580 CS 012 969

Ediger, Marlow
Organizing for Reading Instruction.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Organization; *Classroom Environment; Classroom Techniques; Electronic Mail; Elementary Education; *Grouping (Instructional Purposes); Instructional Effectiveness; *Reading Instruction; Reading Teachers; Student Development; *Teacher Role; World Wide Web
IDENTIFIERS- Reading Management

The classroom should be organized for optimal pupil achievement. Learners should be free to view and read diverse forms and kinds of printed work in a relaxed atmosphere. An area in the classroom should be designated for large group instruction where pupils may work together as a unit. Another area in the classroom should be used to stress committee and small group endeavors. In the area for independent work, there should be a table and chairs at a place suitable for students to read library books. Students, teachers, and community members can communicate with one another through e-mail, web pages, and discussion forums. Learning stations should be supplied with concrete (objects and items), semi-concrete (illustrations, audiovisual aids, and slides/snapshots), as well as print materials of instruction. Each station should be explained by the teacher so that students are clear what to do at anyone of these stations. Tasks should be at different levels of complexity so that fast, average, and slow readers may benefit from choices made at the learning stations. Students can be grouped by ability, interest, peer tutoring, project, or skills. A list of things that can be done during spare time includes rereading a book, watching a video on a famous author, or preparing and giving oral reports on a favorite library book. A well prepared reading teacher will develop a unit in teaching reading, including a statement of philosophy of reading instruction, a statement of clear objectives for what students are to learn, and a statement of evaluation techniques used. (Contains seven references.) (CR)

ED 413 581 CS 012 970

Bibel, Michelle; Hart, Lewis; Rizzio, Gary; Tylka, Patricia
Increasing Student Responsibility through the Development of the Skills of Listening To and Following Directions.
PUB DATE- 97
NOTE- 96p.; M.A. Project, Saint Xavier's University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grade 11; Grade 8; Grade 9; *Listening Skills; School Culture; Secondary Education; *Student Attitudes; Student Development; Student Improvement; *Student Responsibility; Student Surveys; *Teacher Role; Teacher Surveys
IDENTIFIERS- *Direction Following; Nonnative Speakers

from 17 nations and republics. Each lullaby in the collection is presented in its native language (Thai, Italian, Yoruba, Welsh, Ukrainian, Slovenian, Abenaki, Spanish, Pashto, Finnish, Korean, Farsi, Luganda, Czech, Turkish) and is accompanied by an English translation. Illustrations of the lullabies are by artists native to the country of the lullaby's origin and capture the cultural essence of each lullaby. Most of the lullabies in the collection are traditional and have been passed along from generation to generation. Lullabies in the collection are from the countries of Thailand, Italy, Nigeria, Wales, Ukraine, Slovenia, Native America/Abenaki, Puerto Rico, Afghanistan, Finland, Venezuela, Republic of Korea, Iran, Uganda, Czech Republic, Turkey, and the United States. (NKA)

ED 413 602 CS 216 072

Compelling Stories: Achieving Excellence in Interpretation.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Learning Activities; *National Parks; Natural Resources; Program Effectiveness; *Speech Communication; *Story Telling
IDENTIFIERS- *National Park Service; Oral Presentations

The responsibility of the National Park Service should be to interpret and convey the contribution of each park and the park system to the nation's values, character, and experience. This workbook (or "thinkbook") provides activities, exercises, and examples to help National Park Service personnel learn how to tell compelling stories. The workbook discusses what compelling stories are (emblematic anecdotes or pieces of information); how to use compelling stories; developing interpretive programs around compelling stories; measuring the effect of compelling stories; identifying compelling stories; and what to do with compelling stories. Contains two example compelling stories and 10 "think exercises." (RS)

ED 413 603 CS 216 073

Smith, Mark
Penetrating "Symbolspeak": Reading the Images of Public Discourse.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Classroom Communication; *Computer Mediated Communication; *Critical Thinking; Electronic Text; Higher Education; *Persuasive Discourse; *Symbolic Language; *Visual Literacy; World Wide Web; *Writing Instruction
IDENTIFIERS- Computer Assisted Writing; Discourse Communities; Public Discourse; *Technology Integration

The proliferation and subsequent devaluation of electronic symbols necessitate a rethinking of classroom discourse. In recent years, "visual literacy" has become an issue among those most cases, telephone numbers. The directory also lists 7 individuals who are experts and consultants, 11 resources, and 12 organizations which also offer various programs. The directory notes that the person, programs, and organizations listed were selected on the basis of their potential usefulness to persons working in New York State. (CR)

ED 413 622 CS 509 636

Sigman, Stuart J.; Scotchmer, Sara Parker
Rites of Passage for Youths and Related Cultural Empowerment Programs: An Annotated Bibliography.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 94
NOTE- 32p.; For related documents, see CS 509 634-635. A publication of the Project on Culture and Communication.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Development; Annotated Bibliographies; *At Risk Persons; Community Involvement; *Cultural Awareness; *Empowerment; Minority Groups; Rural Youth; Secondary Education; Urban Youth; *Youth Programs
IDENTIFIERS- *Rites of Passage

This annotated bibliography lists publications (both books and articles) relevant to "rites of passage" youth empowerment programs. It provides resources for use by teachers, organizations, and others in preparing and administrating such programs. The bibliography's 104 items were published between 1961-1994, with the largest percentage published in the 1990s. (CR)

ED 413 623 CS 509 637

Shepard, Aaron
Readers on Stage: Tips for Reader's Theater.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acting; Elementary Secondary Education; *Production Techniques; *Readers Theater; *Scripts; Student Participation
IDENTIFIERS- *Drama in Education

This paper presents tips on scripting, staging, and reading Reader's Theater. The first section of the paper discusses tips on scripting--script roles, cuts and changes, narration, script format, and team scripting (children working in teams to write scripts). The second section presents tips on staging, such as equipment, script handling, the set, reader movement, mime, focus, and beginnings and endings. The third section presents tips on preparing, rehearsing, and performing reader's theater. Contains four figures. (RS)

ED 413 624 CS 509 638

Nikolay, Pauli; Grady, Susan; Stefonek, Thomas
Wisconsin's Model Academic Standards for Theatre.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English

Bates, Richard
The Culture of Administration and the Administration of Culture: Educational Administration in the New World Order.
PUB DATE- 97
NOTE- 17p.; Paper presented at the ASEAN Symposium on Educational Management and Leadership (1st, Genting Highlands, Malaysia, August 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; Curriculum; *Developing Nations; *Economic Development; *Educational Administration; Educational Assessment; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; Government School Relationship; Higher Education; Role of Education
IDENTIFIERS- Asia; Australia; *New World Order

A "regional order," let alone a "world order," will be very difficult to achieve. In fact, global disorder has persisted throughout the last century. This paper describes concerns about the existing world order and delineates some of the apparent alternatives. Problems involved in revitalizing civil society in order to counteract the market-dominated structures of global capitalism are outlined. Educational organizations and educational administration achieve their ends through the trafficking of culture and knowledge through three main message systems--curriculum, pedagogy, and assessment. Nation-states are obligated to: (1) exercise a proper care for their citizens; (2) guarantee the integrity of civil society; and (3) guarantee the integrity and operation of markets. The paper suggests that a more modest aim is needed--the negotiation of difference--rather than the construction of a new world order or even a new regional order. In this sense, educational administration is a social, political, and above all, a cultural act through which some of the operations and defenses of the nation-state are achieved. The role of the administrator is to provide circumstances under which the negotiation of difference can occur and to support the professional development of teachers upon which such negotiation depends. (Contains six references.) (LMI)

ED 413 644 EA 028 689

Bates, Richard
The Educational Costs of Managerialism.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Joint Conference of the Educational Research Association, Singapore, and the Australian Association for Research in Education (Singapore, November 25-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; Educational Assessment; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; *Government School Relationship; Higher Education; Human Resources; Instruction; National Curriculum; Organizational Development; Performance; *Private Sector; *Public Administration; Public Sector
IDENTIFIERS- *Managerialism

Managerialism is an ideology with two distinct claims: (1)

Hoy, Wayne K.; Sabo, Dennis J.
Quality Middle Schools: Open and Healthy.
PUB DATE- 98
NOTE- 219p.; "In collaboration with Kevin M. Barnes, John W. Hannum, and James D. Hoffman."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Educational Environment; Educational Quality; Evaluation Methods; Intermediate Grades; Junior High Schools; *Measurement Techniques; *Middle Schools; *Organizational Climate; Questionnaires; Research Methodology; *School Culture; Total Quality Management

This book offers hands-on suggestions for administrators who want to assess their schools' health. The goal is to improve middle schools by making sure the culture is right for all groups--students, teachers, and staff. Chapter 1, "Climate, Culture, and Quality," distinguishes between the concepts of organizational culture and climate, formulates two perspectives of school climate (openness and health) discusses Total Quality Management theory and educational quality, and offers empirical indicators of school quality. Chapter 2, "The Organizational Climate Description Questionnaire for Middle Schools," discusses the conceptual foundations for the Organizational Climate Description Questionnaire Revised for Middle Schools (OCDQ-RM) and explains how to use the instrument. The uses of the "Organizational Health Inventory for Middle Schools" (OHI-M) are detailed in chapter 3. Chapter 4, "Research Findings on School Openness, School Health, and School Quality," presents findings about relationships between organizational climate and quality schools. Steps for using the OCDQ-RM and the OHI-M to assess and change schools are offered in chapter 5. A total of 8 figures and 37 tables are included. The appendix contains sample questionnaires. (Contains 175 references.) (LMI)

ED 413 663 EA 028 766

Willower, Donald J.; Licata, Joseph W.
Values and Valuation in the Practice of Educational Administration.
PUB DATE- 97
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; Case Studies; *Decision Making; *Educational Administration; Educational Philosophy; Elementary Secondary Education; Ethics; Moral Issues; *Moral Values; *Organizational Theories; Problem Solving; Social Values; Sociology

This book strives to present a practical approach to administration that is philosophically sound and scientifically informed. Because the practice of administration is concerned with values, the book argues that administrators require not only a well-developed set of commitments but also a workable process of valuation that will enable them to make informed choices between competing values. The book presents a resources, a glossary of relevant terms, and acronyms and program descriptions. Personal experiences of families of children with disabilities are highlighted. (CR)

ED 413 682 EC 305 939

Ireys, Henry T.
Blueprint for a Needs Assessment: Contributing to a System of Care for Children with Special Needs & Their Families. A Technical Resource Brief.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Pennsylvania State Dept. of Health, Harrisburg.
PUB DATE- 95
NOTE- 15p.; Funding also received from the Philadelphia Dept. of Public Health.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; *Data Collection; *Decision Making; *Disabilities; Educational Legislation; Evaluation Criteria; *Evaluation Methods; Focus Groups; Information Dissemination; Information Needs; *Needs Assessment; Policy Formation; Resource Allocation; State Programs; State Regulation; Surveys
IDENTIFIERS- Pennsylvania

Designed to guide and structure the needs assessment of Pennsylvania children with special health care needs, this document describes six specific steps in planning and conducting a needs assessment. The steps include: (1) stating the goals of the needs assessment, including fulfilling legislative mandates, identifying geographical areas that have few medical resources, identifying perceived unmet needs of families, providing guidance for new service programs, providing a rationale for reallocating service monies, justifying politically expedient decisions, or helping to establish an agenda for action; (2) defining the population vs. defining the focus of the needs assessment; (3) deciding whose needs are being assessed; (4) defining sufficient representativeness of the needs assessment and including subgroups that represent points along a continuum based on biological severity, need for services, or social urgency; (5) synthesizing existing and/or collecting new information through reviewing existing reports and/or surveillance systems to determine what already exists, gathering expert testimony from parents or professionals, holding focus groups or panels, or implementing systematic surveys; and (6) developing and disseminating reports. For each step, key decision points are identified and recommendations are made based on previous experiences of other states and localities. (Contains 13 references.) (CR)

ED 413 683 EC 305 940

Fry, Ronald R., Ed.
Shaping State Rehabilitation Programs through Consumer Partnerships: Issues and Strategies. Report from the Study Group.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 111p.; University of Wisconsin-Stout Research and Training

1995. (DB)

ED 413 702 EC 305 976

Westberg, Karen L., Ed.; Archambault, Francis X., Jr., Ed.
Profiles of Successful Practices for High Ability Students in Elementary Classrooms. Research Monograph 95122.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; Classroom Research; *Classroom Techniques; Curriculum Design; Elementary Education; *Enrichment Activities; *Gifted; Grouping (Instructional Purposes); Interviews; Research Methodology; *Talent; Teacher Administrator Relationship; *Teacher Collaboration; *Teaching Models
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This report discusses the outcomes of a project that investigated elementary schools and classrooms that had a reputation for effective implementation of curriculum differentiation practices to meet the individual needs of high ability students. Using a multisite case study method, researchers conducted observations in classrooms and interviewed teachers, administrators, and students at 10 school sites to describe both the specific ways that teachers make accommodations for individual students and the factors that influence these practices. Results found that the classroom teachers implemented curriculum modification procedures, employed flexible grouping practices, provided advanced level content, or provided opportunities for advanced level projects to accommodate students' differing academic needs. At some sites, the teachers collaborated with the other teachers at their grade level or with district curriculum specialists to provide more academic challenges to talented students. In some situations, the teachers and parents described the leadership of school principals or superintendents whom they believed were responsible for teachers' instructional practices. A synthesis of the findings and themes across the 10 sites are included in the final chapter of the monograph. (Each site description contains individual references.) (Author/CR)

ED 413 703 EC 305 977

Frasier, Mary M.; Hunsaker, Scott L.; Lee, Jongyeun; Finley, Vernon S.; Garcia, Jaime H.; Martin, Darlene; Frank, Elaine
An Exploratory Study of the Effectiveness of the Staff Development Model and the Research-Based Assessment Plan in Improving the Identification of Gifted Economically Disadvantaged Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; Elementary Secondary Education; Evaluation Methods; *Gifted Disadvantaged; Language Minorities; Limited English Speaking; Models; Psychological

Bates, Belinda, Ed.
Transitions: Issues for the Adult Learner with Learning Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Adult Literacy; Adult Students; College Bound Students; *Education Work Relationship; Educational Objectives; *Employment Programs; Higher Education; *Learning Disabilities; Problem Solving; Self Advocacy; *Skill Development; *Transitional Programs; Work Environment

This issue of "Linkages" addresses the need for adult literacy programs to go beyond teaching basic academic skills to adults with learning disabilities to teaching skills in goal setting, problem solving, and self-advocacy that will assist adult learners in their transition into the workforce. Articles include: "Transition: Adult Literacy and Learning Disabilities" (Craig A. Michaels), which urges practitioners to reconceptualize the instructional focus on remediation and to address accommodation and compensatory strategies simultaneously, thus enabling students with learning disabilities to succeed; "A Chance To Be Included" (Helen K. Bosch), which describes community inclusion instruction that involves teaching basic skills, management skills, and relationship skills; "Transition: From Pain to Aide" (Tracy S.), the story of an adult with learning disabilities; "Transition to College" (Anne Reamer), discusses strategies for college-bound individuals with learning disabilities; "Transition to Work" (Arlyn Roffman), provides tips for helping adults with learning disabilities make the transition to the workplace; "Developing Workplace Skills" (Robert Crawford), describes the Life Development Institute (LDI), a community-based program that assists individuals with learning disabilities in gaining workplace skills; and "Working toward Independence" (Grant Rayburn), a personal narrative of an individual who participated in LDI. The newsletter includes a list of resource organizations and selected readings. (CR)

ED 413 721 EC 305 995

Traustadottir, Rannveig; Harris, Perri
Women with Disabilities: Issues, Resources, Connections. Revised.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Equal Opportunities (Jobs); *Females; Internet; Organizations (Groups); Resource Materials; *Sex Discrimination; *Sex Role; *Sex Stereotypes; Social Networks

The materials compiled into this information package focus on women and girls with disabilities and the specific issues they

(150)
DESCRIPTORS- Business Administration; *Computational Linguistics; Computer Software; *Computer Software Development; *Dictionaries; English (Second Language); Foreign Countries; Information Sources; *International Cooperation; *Language Planning; *Language Research; Pronunciation; Second Language Instruction; Telecommunications; Uncommonly Taught Languages; Vocabulary; Written Language
IDENTIFIERS- Europe (Central); Europe (East); European Union

This paper outlines trends and activities in Central and Eastern European language research and language-related software development (language engineering) and briefly describes some specific projects. The language engineering segment of the European Union's Fourth Framework Programme, intended to facilitate use of telematics applications and increase options for communication within and between European language through language processing methods, is sketched, focusing on proposals for research funding. Ten joint research projects, involving partners from at least three countries in Eastern and Western Europe, are then described. These projects address: creation of a pronunciation lexicon for the European Union, with city and town names, street names, family names, and product names in 11 languages; creation of large speech data collections for Bulgarian, Estonian, Hungarian, Polish, and Romanian; software standardization and analytical tool and corpus development for Bulgarian, Czech, Estonian, Hungarian, Romanian, and Slovenian; compilation of terminologies in four areas (economics/management, energy, environment, telecommunications); extension of the generic computerized dictionary model; construction of morphological dictionary software; bilingual electronic dictionaries and intelligent text alignment; creation of modular courseware for English-as-a-Second-Language instruction; application of natural language processing techniques to technology for computer-assisted language learning; and development of a multilingual, multifunctional information retrieval system. (MSE)

ED 413 740 FL 024 761

Zhiwei, Feng
Language Technology and Language Resources in China.
PUB DATE- 95
NOTE- 16p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *Computational Linguistics; *Computer Software; Databases; Discourse Analysis; Foreign Countries; Grammar; *Ideography; Information Technology; *Language Processing; Language Research; Linguistic Theory; Machine Translation; Morphology (Languages); *Programming; Sentence Structure; Structural Analysis (Linguistics); Trend Analysis; Vocabulary; Written Language
IDENTIFIERS- *China

Trends and developments in computer applications in Chinese language research are described, focusing on these areas: input of Chinese characters and Chinese corpus; automatic segmentation of Chinese written text in corpus; development of a grammar knowledge base for Chinese words to be used as a the UAM-Azcapotzalco" (Maria Clotilde Rivera Ochoa); and "Towards an Analysis of the Psycholinguistic Determinants of the Processing of Written Academic Discourse in a Foreign Language: The Case of Cognitive Style" (Javier Vivaldo Lima). (LH)

ED 413 760 FL 024 817

Cellini, Donald E.
En Un Nombre, Que Hay? An Introduction to Spanish Personal Names.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; English; Foreign Countries; Instructional Materials; *Interpersonal Communication; Interpersonal Relationship; *Kinship; Language Patterns; Language Usage; *Onomastics; Second Language Instruction; Second Languages; Sex Differences; *Sociocultural Patterns; *Spanish
IDENTIFIERS- *Gender (Language); *Personal Names

The learning activities contained in this booklet are designed to help students of Spanish learn to use Spanish personal names approximately in a variety of situations. The first section outlines common titles of address for men and women, lists popular feminine and masculine first names, discusses compound names, lists common Spanish family names, and discusses their order in the formal name or address. The second section presents additional commonly-used titles related to occupation and discusses their use. Section three gives more information about the order of names and its variation within families based on kinship. Several cases are presented in which different combinations of names occur within a family. A Spanish language credit card application illustrates practical issues in name use. This section also contains a review of all the material presented. Each section includes simple exercises, with answer keys, for reinforcement. (MSE)

ED 413 761 FL 024 820

Cenoz, Jasone; Barnes, Julia
Early Trilingualism: Basque, English, and Spanish.
PUB DATE- 97
NOTE- 17p.; Paper presented at the International Symposium on Bilingualism (Newcastle, England, United Kingdom, April 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basque; *Child Language; Comparative Analysis; English; Foreign Countries; *Language Acquisition; *Language Patterns; *Multilingualism; Second Language Learning; *Second Languages; Spanish; Uncommonly Taught Languages

This study compared narratives in Spanish, Basque, and English of a 5-year-old trilingual child. The child produced narratives of a familiar story, learned through an English video recording, in each language while looking at a printed version of the story. All interlocutors were adult native speakers of the languages, well known to the child. The three interactions were videotape-recorded. In English, he produced 78 utterances with a mean length of 6.115. The total number of words spoken was 477, with 153 word types. In Basque, he produced 74 utterances

Agencies; Sign Language; *Translation
IDENTIFIERS- Australia (New South Wales); Australian Sign Language; Lexical Collocation; Subtitles

Papers from a conference on translating and interpreting include: "Babel and the Brain" (Philip Grundy); "Simultaneous Interpreting: Its Role in International Conferences" (Yvonne Hu); "The Past, Present and Future of Legal Interpreting/Translating in NSW" (Ludmilla Robinson); "What's In a Name?" (Terry Chesher); "Interpreting and Advocacy" (Colin Yallop); "Interpreting and Translation Services of the Ethnic Affairs Commission" (Grace Dawson); "DIEA's Translating and Interpreting Service (TIS)" (Carol Hunt); "The Future of the Interpreting and Translation Professions" (Mike Nasir); "The Advantages of Formal I/T University Training" (Trang Nguyen); "Literary Translation: A Personal Perspective" (Madeleine Strong Cincotta); "English Collocation: A Translator's Problem" (Frank Trinh); "Subtitling" (Felicity Mueller); "Australian Sign Language--Current and Future Trends" (Peter Bonser); and "Accreditation and Registration in the Future" (Skender Bregu). (MSE)

ED 413 781 FL 024 896

El-Koumy, Abdel Salam A.
Exploring the Reading-Writing Relationship in NES and EFL Students.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- English; *English (Second Language); Foreign Countries; Native Speakers; *Reading Skills; Second Language Learning; Skill Development; *Transfer of Training; *Writing Skills
IDENTIFIERS- Egypt

A study investigated the relationship between reading and writing skills and their development in both native English-speakers (NES) and learners of English as a foreign language (EFL). Subjects were 150 NES students, English majors in American universities, and 150 EFL students enrolled in schools of education at four Egyptian universities. Data were gathered using standardized reading comprehension and writing tests designed for either native speakers or non-native speakers of English. Results indicate a statistically significant positive correlation between NES students' reading and writing scores, but no statistically significant correlation for EFL students. It is suggested that this difference between the two groups may be due to teaching methods of NES and EFL teachers, differences in language proficiency levels, or language use outside the classroom. Implications for instruction include the need for more integrated instruction of reading and writing, simultaneous teaching of reading and writing from the beginning of language instruction, better preparation of English teachers to read like writers and write like readers, and understanding of the gaps between receptive and productive skills. Contains 57 references. (MSE)

ED 413 782 FL 024 897

Griffee, Dale T.; Templin, Stephen A.
Goal-Setting Affects Task Performance.
PUB DATE- 97
NOTE- 18p.

Vocabulary Development; *Vocational English (Second Language)

The guide outlines a curriculum for developing essential oral language skills in adult learners of English as a Second Language (ESL). It is divided into four topic-based sections, each providing a variety of activities for developing communication skills, including grammatical knowledge and vocabulary. Topics include: personal information (giving personal information, following and giving directions, expressing needs, family relationships, and names of common work-related objects); work (understanding and naming ares in the workplace, naming common work-related objects, action verbs associated with the workplace, giving and responding to directions, responding to questions about likes); health (identifying body parts, related action verbs, common phrases concerning illness, responding to health-related questions, responding to written and oral directions, giving explanations); and friends and co-workers (asking for assistance on the job, asking for information, asking and responding to questions about ability, and responding to and giving sequential directions). An introductory section offers lesson planning suggestions. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 413 803 HE 030 705

Benjamin, Michael

Cultural Diversity, Educational Equity and the Transformation of Higher Education. Group Profiles as a Guide to Policy and Programming.

PUB DATE- 96

NOTE- 224p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)

DESCRIPTORS- *Administrative Policy; Administrator Attitudes; Asian Americans; Blacks; Change Agents; Comparative Education; Cross Cultural Studies; Cultural Differences; *Cultural Pluralism; Diversity (Faculty); *Diversity (Student); Educational Anthropology; *Equal Education; *Ethnic Groups; Family Characteristics; Foreign Countries; Foundations of Education; High Schools; *Higher Education; Hispanic Americans; Jews; Minority Groups; Sex Role; Social Differences; Spouses; Student Attitudes; Student Personnel Services; Teacher Attitudes

IDENTIFIERS- African Americans; Canada; Caribbean Americans

This book examines cultural diversity issues for U.S. and Canadian higher education institutions. Profiles of five ethnic minority groups (African American Blacks, Caribbean Canadian Blacks, Hispanics, Asians, and Jews) were constructed, and then used to reconstruct diversity policies and programming. The profiles were based on six core categories: modal social class; definition of family; life cycle; husband-wife relations; parent-child relations; and perspective on help-seeking, plus six supplementary mediating factors--immigration, degree of identification, intermarriage, gender, age/generation, and family functioning. Ten diversity policy goals are offered for a model of the university as a complex, multilevel, ecological system and as a step toward implementing a policy of cultural diversity and educational equity: consensus decision making; conscientious recruitment of students from profiled groups, coupled with retention policies; innovative financial aid policies; creation of a transcultural environment; training to primary and secondary education is reviewed to illustrate the reduction of a dominant private sector to a minority role. Third, the situation in three states is reviewed: New York, a large state with a high ratio of private-to-public enrollment; California, a large state with a low ratio of private-to-public enrollment; and Vermont, a small state with a low reliance of public colleges and universities on state government funding. The following section focuses on the importance of private higher education, emphasizing the special characteristics of private colleges, their contribution to the social order, and their economic efficiency. The final section examines various solutions to this problem. (Contains 70 endnotes.) (DB)

ED 413 821 HE 030 724

Selfe, Sara
Outreach Program for High School and Pre-Service Science Teachers of Native American Students, 1993-1996, Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *American Indians; *Chemistry; Cognitive Style; Computer Uses in Education; Cultural Differences; High Schools; Higher Education; Inservice Teacher Education; *Institutes (Training Programs); Outreach Programs; Postsecondary Education; Preservice Teacher Education; *Science Teachers; *Secondary School Teachers; Summer Programs
IDENTIFIERS- *Native Americans; Preservice Teachers; *University of Washington; Washington

This final report describes achievements and activities of the Native American Science Outreach Network (NASON), a 40-month program of the University of Washington which provided 4-week summer institutes for high school and preservice science teachers of Native American students. The goal was to update the teachers' chemistry skills, and to integrate chemistry labs and computerized curriculum techniques with training in tribal learning styles and cultural characteristics. The ultimate goal was to increase the participation of American Indians and Native Alaskans in chemistry programs at the university level, and in science-related careers. Middle school teachers, paraprofessionals, and high school students were added to the program for a three-year total of 128 participants. NASON linked teachers and university staff through e-mail, established weekend teacher workshops for follow-up and evaluation activities, and visited participants' schools. The project also produced curriculum and resource guides, and a CD-ROM guide to the tribes of Washington State. Evaluation indicated that participants became more knowledgeable and more comfortable about both science and cross-cultural relationships. After an executive summary, individual sections provide information on the project's purpose, background and origins, description, evaluation/results, and conclusions. Appendices provide schedules for each summer institute and evaluation reports. (DB)

ED 413 822 HE 030 725

Crane, Gregory R.; Marchionini, Gary; Goodall, Jennifer
Developing and Evaluating a Curriculum for Exploratory Learning

York State Regents; *State University of New York

This monograph presents a history of educational services in New York State. Chapter 1 summarizes the history of the University of the State of New York, its Board of Regents, early development, and unification of the university and the Department of Public Instruction. Chapter 2 reviews the State Education Department's history and legal foundations; department organization, management, and planning; and patriotic and moral education requirements. Chapter 3, reviews school district organization and state aid, the free common school system, origins of high schools, the school aid quota system, rural school centralization, Boards of Cooperative Educational Services, urban school districts, and state aid since the 1960s. Chapter 4 focuses on elementary, middle, secondary, and continuing education, including general supervision, universal school attendance, Regents examinations and curricula, urban education, statewide standards, vocational and adult education, physical/health education, and education for non-English speakers. Chapter 5 summarizes vocational and educational services for individuals with disabilities. Chapter 6 reviews higher and professional education, including teacher training, oversight and planning, proprietary school supervision, and scholarships. Chapter 7, on cultural education, covers state libraries, museums, and educational television. Chapter 8 briefly reviews professional regulation. Appendices list administrators since 1784 and numbers of school districts since 1905. (Contains 100 references.) (DB)

ED 413 840   HE 030 752

DeJong, William; Langenbahn, Stacia
Setting and Improving Policies for Reducing Alcohol and Other Drug Problems on Campus. A Guide for Administrators
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; *College Administration; Compliance (Legal); *Drug Abuse; Educational Environment; Federal Legislation; Higher Education; Intervention; Legal Responsibility; Models; *Policy Formation; Prevention; *School Policy; School Responsibility; *Student College Relationship; Substance Abuse
IDENTIFIERS- Drug Free Schools

This guide for administrators provides a step-by-step process for establishing new or revised policies to deal with student misuse of alcohol and other drugs on college campuses. Emphasis is on a new doctrine of environmental management which stresses the school's responsibility to take measures against foreseeable hazards and risks in the school environment. Also stressed is establishment of sound prevention-oriented policies. The policy development process is broken down into 15 steps, grouped into three major stages: (1) assembling resources; (2) selecting and revising the policies; and (3) implementing the policies. After an executive summary, an introductory chapter addresses the need for such a process. Chapter 2 reviews the scope of alcohol and drug use problems on college campuses. Chapter 3 explains the concept of environmental management and applies it to policy development,

ED 413 859 IR 018 608

CNN Newsroom Classroom Guides. October 1-31, 1997.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: immigrants illegally in the United States try to gain legal status before being deported, Israel and Hamas exchange prisoners, and U.S. President Clinton wants the Food and Drug Administration to ban unsafe international produce (October 1-3); Israeli Prime Minister Netanyahu faces criticism, run-off election in former Yugoslavia, Asian nations reel under disastrous effects of El Nino, peace talks resume in Northern Ireland, Cuba's Communist Party holds its fifth Congress, Hurricane Pauline severely damages the coast of Mexico, and Pathfinder sends new Mars data (October 6-10); Nobel Peace Prize is awarded to Jody Williams, a crusader against land mines, British Prime Minister Blair and Sinn Fein's Gerry Adams meet and shake hands in historic talks, President Clinton wants to "fast track" U.S./South America trade relations, El Nino Summit convenes with emphasis on storm preparedness, the Cassini spacecraft lifts off, and White House tapes raise more questions about President Clinton's campaign fundraising (October 13-17); tenth anniversary of "Black Monday" on Wall Street, coup staged in the Republic of Congo, Microsoft takes on Netscape in the fast-growing Internet marketplace, Cosmonauts take marathon walk, scientists learn more about the creation of galaxies from ground and Hubble photos, President Clinton's greenhouse gas proposals put him in the middle of business and environmental interests, and big drop in the Hong Kong stock market has ripple effects around the globe (October 20-24); China's President Jiang Zemin is in Washington, D.C. for a summit with President Clinton, Dow Industrial Average drops more than 550 points to its biggest point loss ever and then rebounds within 24 hours to its greatest point gain, Iraq demands removal of U.S. representatives from United Nations inspection teams, and two women with little political experience dominate Ireland's elections (October 27-31). (SWC)

ED 413 860 IR 018 609

Churton, Michael W.
Distance Education: No Longer a Rural Domain.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Computer Mediated

Technology, Local Application: Economic and Community Development via I-TV; and (11) You Can't Get There From Here: Impediments to I-TV Adoption. A list of I-TV sites to visit and a list of I-TV resources are appended. A glossary is also included. (Contains 103 references.) (SWC)

ED 413 877 IR 018 629

CNN Newsroom Classroom Guides, November 1-30, 1997.
PUB DATE- 97
NOTE- 59p.; No guides for November 27-28.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of November 1997, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: U.S. leaders call for the use of force as Iraq refuses to permit access for American weapons inspectors, United Nations (U.N.) Secretary General sends a team to Iraq to effect a compromise, results of off-year elections in some U.S. states, Russian space shuttle Mir's Cosmonauts take a space walk, and talks in France break up without ending a crippling truckers' strike (November 3-7); standoff continues between Iraq and the U.N., a dam on the Yangtze River will have far-reaching effects in China, U.S. President Clinton backs off bid for fast track legislation, WorldCom Inc. buys MCI, Unabomber trial begins, assassinations in Pakistan, guilty verdict in World Trade Center bombing, and Iraq expels American weapons inspectors, leading to the withdrawal of the entire U.N. team (November 10-14); Iraq remains defiant despite the U.N. Security Council's condemnation, massacre at popular Egypt tourist site, Federal Bureau of Investigation (FBI) closes probe into TWA flight 800 crash, NASA launches the shuttle Columbia on her 24th mission, Iowan gives birth to septuplets, and the crisis in Iraq is averted (November 17-21); and Pacific Rim nations meet to discuss trade at a time when some are questioning President Clinton's international leadership, astronauts conduct a spacewalk to retrieve a spinning satellite, APEC's agenda is focusing on halting the drastic slide in Asian markets, APEC leaders try to convince the world that the region's economy is doing well, and Winnie Mandela faces accusations (November 24-26). (SWC)

ED 413 878 IR 018 630

Mashhadi, Azam; Han, Christine
Educational Research and the Internet.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Singapore Educational Research Association Conference (Singapore, November 25-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

NOTE- 43p.; Paper presented at a meeting of the Circle for Research Cooperation on Trends in Occupations and Qualifications--CIRETOQ (Marseilles, France, November 20-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Demand Occupations; Developed Nations; Employment Patterns; *Employment Projections; Employment Qualifications; Foreign Countries; Job Skills; *Labor Economics; Labor Market; *Labor Needs; *Labor Supply; *Occupational Information; Postsecondary Education; Secondary Education; Skilled Workers; Unskilled Workers; Vocational Education
IDENTIFIERS- *Ireland

The Census of Population provides data on the structure of employment by occupation and industry for Ireland that are supplemented by the Labor Force Survey (LFS), which collects information on employment by occupation and industry. Expected strong growth in the Irish economy from 1993-98 should lead to a significant increase in employment. This increase will not be large enough to absorb the expected rapid rise in labor force participation. In terms of sectoral forecasts, decreases are expected in the agricultural, manufacturing, and clothing and textiles sectors; increases are expected in all other sectors. Different sectoral trends in employment and continuing change in the occupational structure of sectors mean the aggregate expected change in employment will differ across occupations. Significant increases are forecast for professional, associate professional and managerial, and proprietors occupations. Occupational groups expected to experience employment declines are agricultural workers, laborers and unskilled workers, and foremen and supervisors. More than two-thirds of all net new projected jobs are likely to be secured by women. Educational data on those at work are from the LFS 1991. Analysis shows that those occupations that are predicted to grow fastest are also those with high levels of education. An assessment of the educational profile required for the new jobs that will be created from 1991-98 shows a strong trend toward higher educational requirements. (Contains 23 references) (YLB)

ED 413 428 CE 075 009

Tourism Studies. Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 388p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Curriculum Design; *Curriculum Development; Curriculum Guides; *Food Service; Foreign Countries; Hospitality Occupations; Hotels; Instructional Materials; Learning Modules; Material Development; Postsecondary Education; Secondary Education; *State Standards; *Student Evaluation; *Tourism; *Travel; Vocational Education
IDENTIFIERS- Alberta

This Alberta curriculum guide, focusing on tourism studies, defines competencies that: help students build daily living skills, investigate career options in the design and repair of motor vehicles, use technology in these fields effectively and the Business Classroom"; "Book-Smart, Street-Smart or Both? A Personal Checklist"; "Assessment Strategies"; and "Hints from the Experts." The newsletter also contains a list of nine resources. (KC)

ED 413 447 CE 075 046

Joshi, Pamela; Carre, Francoise; Place, Angela; Rayman, Paula
The New Economic Equation. Executive Summary.
PUB DATE- 96
NOTE- 31p.; Supported by the Fel-Pro/Mecklenburger Foundation, Millennium Healthcare, Inc., Saturn Corporation, and Value Line, Inc. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; Employed Parents; Employed Women; *Employer Employee Relationship; Employment Patterns; *Employment Practices; *Family Work Relationship; Futures (of Society); Job Satisfaction; Organizational Climate; Personnel Management; Personnel Policy; Policy Formation; Productivity; Public Policy; *Quality of Life; Work Environment; Working Hours

The New Economic Equation Project opened in May 1995 with a 3-day working conference for 50 national leaders. The equation was defined as follows: economic well-being = integration of work, family, and community. Conference participants identified key economic, work, and family concerns facing the United States today. Outreach activities in 1995-96 included a series of 12 focus groups around the United States, forums with national media, and a legislative outreach project that raised these concerns with the larger public. In April 1996, the 50 national leaders reconvened to review project findings and brainstorm specific resolves for action. Resolves include the following: (1) Now is the time for partnerships among government, business, labor, and civic groups to address the intersecting economic, work, and family concerns; (2) Now is the time for exemplary organizations to serve as models, as potential recipients of awards, and as demonstrations that "something different" can be arranged that enhances productivity and economic security as well as fosters healthy families and communities; and (3) Now is the time to provide options for people to create their own preferred mix of benefits, substitute child and elder care, and flexible schedules at work. (KC)

ED 413 448 CE 075 047

Roche, Ken; Cummings, Judy
Measuring Up: A Guide To Developing Integrated Learning Programs for Vocational-Technical Students.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.
PUB DATE- 93
NOTE- 130p.; Appendix 7, products catalog of the National Center for Research in Vocational Education, is not included. Also produced by the AVIP Teaching Team.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; *Articulation (Education); Career Choice; Carpentry; Classroom Techniques; Cooperative Planning; *Curriculum Development; Educational Cooperation;

Accountability Systems" covers assessment in the broader sense, explaining why incorporating assessment results for all students in school to work efforts is important. This issue also includes a listing of six organizations that may be contacted for further information and support. (YLB)

ED 413 466 CE 075 070

Burns, Jodi
Affirmative Action in Employment: An Overview. Briefing Paper.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Career Development; *Employed Women; Employment Level; *Employment Opportunities; *Employment Patterns; *Equal Opportunities (Jobs); Labor Market; *Minority Groups; Racial Differences; Racial Discrimination; Salary Wage Differentials; Sex Differences; Sex Discrimination

All but 3-4% of the 91,189 complaints of alleged discrimination received by the Equal Employment Opportunity Commission in 1994 were dismissed for lack of sufficient proof of discrimination. A 1995 study of the extent of voluntary affirmative action found that 37% of a sample of 138 employers surveyed in the Philadelphia area had implemented steps that could be considered affirmative action and 58% had adopted race- or gender-neutral policies to improve the fairness of their personnel procedures. Since affirmative action was instituted in 1965, women have increased their share of the total labor force from 35% to almost 46%. Although the pay gaps between white men and women of color and between white men and white women have narrowed, differences persist between white women and women of color. Although women are now proportionally represented in management-level jobs, minorities are not. Occupational segregation still remains a problem, and as a group, black men and black and white women still earn approximately $10,000 less per year than white men do. Despite the employment and earnings gains made by women and minorities in the past 3 decades, evidence of labor market discrimination still exists. The evidence suggests that there is a continuing need for affirmative action. (MN)

ED 413 467 CE 075 071

Glass, Jennifer
Do Mothers Stay on the Job? What Employers Can Do To Increase Retention after Childbirth. Research-in-Brief.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Birth; Career Development; *Employed Women; *Employment Patterns; *Employment Practices; *Labor Turnover; *Mothers

According to a recent study of how women manage maternity in the workplace, more than 70% of pregnant employees were still employed at the same job 6 months after childbirth (compared to 80% of young women who had not been pregnant). A study of 324 randomly selected employed women in the Midwest yielded similar results. Six months after giving birth, 72% percent of the women had returned to work with the same employer, 11% were

*Competence; Competency Based Education; *Course Content; Curriculum; *Energy; *Energy Audits; *Job Skills; Learning Activities; *Power Technology; Secondary Education; Teaching Guides; Teaching Methods; Technology Education; Test Items; Transparencies; Transportation; Units of Study; Vocational Education

This guide is part of a series designed to help students learn about technology and teachers organize and improve instruction in technology. The instructional materials are based on the curriculum-alignment concept of first stating the objectives, developing instructional strategies for teaching those objectives, and assessing to those same objectives. The unit activities relate to performing an energy audit, insulation, solving problems involving energy and power measurement, and constructing a pneumatic third-class lever. The teacher edition includes the following components: suggested activities, learning activities sheet, teacher supplements, an optional assignment sheet, an optional activities module, answers to assignment sheets, written test with answers, and unit evaluation form. In addition, the teacher edition includes information on use of the publication, a competency profile, an instructional and task analysis, academic and workplace skill classifications and definitions, and a related academic and workplace skills list. The student edition contains a unit of study on exploring energy, power, and transportation technology that includes the following components: objective sheet, information sheet, assignment sheets, laboratory activity sheets, and student supplements. (KC)

ED 413 486 CE 075 121

Smreker, Gene; Calvert, King
Major Appliance Repair. Teacher Edition and Student Edition. Second Edition.
PUB DATE- 97
NOTE- 875p.
LANGUAGE- English
EDRS Price- MF6 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Appliance Repair; Citations (References); Classroom Techniques; *Competence; Competency Based Education; *Course Content; Electrical Appliances; *Electricity; *Job Skills; Learning Activities; Postsecondary Education; Secondary Education; Teaching Guides; Teaching Methods; Technology Education; Vocational Education

This second edition contains teacher and student guides for 14 units of instruction in major appliance repair. Each unit in the teacher edition includes some or all of the following basic components: objective sheet, suggested activities, answers to assignment sheets, answers to the written test, written test, a unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. (Student units contain the same materials except for teacher supplements, answers, evaluation forms, and transparency masters.) All of the unit components focus on observable and measurable learning outcomes, and are designed for use in more than one lesson. The units cover the following topics: (1) major appliance repair orientation; (2) safety and first aid; (3) fundamentals of electricity; (4) AC induction motors; (5) diagrams and schematics; (6) tools, materials, and test equipment; (7) automatic washers; (8)

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Apprenticeships; Articulation (Education); Career Education; Coordination; Dropout Prevention; *Education Work Relationship; *Educational Cooperation; Educational Practices; Educational Trends; Entry Workers; Foreign Countries; National Surveys; Part Time Employment; *Partnerships in Education; Postsecondary Education; Program Administration; Questionnaires; *School Business Relationship; Secondary Education; Student Participation; Tables (Data); Trend Analysis; Vocational Adjustment; *Vocational Education; *Work Experience Programs

IDENTIFIERS- *Australia

The extent and nature of Australia's school-industry programs in 1996 were examined through a survey of 1,868 government and nongovernment schools and programs. It was conducted using a questionnaire similar to that which had been used in 1995. According to the 1,453 completed questionnaires (response rate 78%) by 11th and 12th grade students, 62% of schools provided school-industry programs in 1996 (16% more than in 1995). Programs with fewer than 10 days in the workplace were increasing fastest. Of the programs with more than 20 days in the workplace, 29% were in schools located in low or very low socioeconomic areas and 17% were in very high socioeconomic areas. No relationship between distribution of programs across industry groups and duration of work placements was detected. Rates of participation in school-industry programs by business size were as follows: microbusiness, 30%; small business, 31%; medium business, 22%; and large business, 17%. As in 1995, nearly all programs involved work placements during normal school days or a mixture of school days and time outside of school. In 77% of programs, supervisors trained students during their work placements. Fourteen percent of programs had formal arrangements for helping graduating students find jobs or places in further education, and 48% had informal arrangements. (Contains forty tables/figures and 32 references. The questionnaires are appended.) (MN)

ED 413 504 CE 075 216

The Aviation Careers Accessibility Program (ACAP) at Florida Memorial College. Final Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 95

NOTE- 73p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; *Aviation Education; Career Awareness; *Career Counseling; Career Education; Career Exploration; Enrichment; *High School Students; High Schools; Higher Education; *Minority Groups; Program Evaluation; Urban Areas; Urban Education; *Urban Youth

IDENTIFIERS- Florida Memorial College

This project, referred to as the Aviation Careers Accessibility Program (ACAP) established a model program for inner-city minority high school students that would allow them information and accessibility to careers and opportunities in the aviation industry. The project featured two program components: an academic year component during and a 5- or 6-week residential summer component. Over the 3-year grant period, more than 250 students were served. Both components included field trips,

*Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *Washington

Battelle Memorial Institute conducted outcome, net impact, and cost-benefit evaluations of six workforce training programs in Washington State for occupations that do not require a bachelor's degree: postsecondary workforce training at community and technical colleges; adult basic skills education at community and technical colleges; Job Training Partnership Act (JTPA) Title II-C funded services for low income youth; JTPA Title II-A for adults with barriers to employment; JTPA Title III funded services for dislocated workers; and secondary vocational-technical education at high schools and vocational skills centers. Survey populations included 1,650 former training participants, 1,900 employers, and 400 potential training participants who were not enrolled in one of the six programs. Major findings were as follows: (1) over 80% of employers who tried to hire vocationally certified workers had difficulty finding qualified applicants; (2) participants wanted better support services, especially job search assistance; (4) employers were generally satisfied with employees who had completed one of the programs studied; (3) overall results were positive for vocational education in high schools and community/technical colleges and for JTPA Title III; and (4) adult basic education and JTPA Title II results indicate the need for substantial changes. (Survey instruments are appended). (KC)

ED 413 522 CE 075 258

Workforce Training. Supply, Demand, and Gaps.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Competency Based Education; Economic Development; *Education Work Relationship; Educational Change; *Educational Improvement; Educational Needs; Educational Planning; Employment Projections; Institutional Cooperation; Job Skills; *Job Training; Labor Force Development; *Labor Needs; Postsecondary Education; Program Effectiveness; Program Improvement; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- *Washington

This study analyzes the gaps between supply and demand for workforce training in Washington State and recommends strategies for reducing the gaps. Using data from state and national surveys, supply and demand is analyzed in three categories: youth, adults, and adults with barriers to employment, from the perspectives of both employers and employees. Some of the findings are the following: (1) jobs requiring a high school diploma but no further training will be plentiful but low-paying, and employers report difficulty in finding young job applicants with occupation-specific, problem-solving skills, and positive work habits; recommendations include education reform, continuing the development of a school-to-work transition system, and increasing participation in vocational-technical education; (2) employers report difficulty in filling jobs with adults who have a vocational degree from a 2-year college, whereas adults report a lack of opportunity to participate in education to improve their job skills; and (3) economically disadvantaged adults, dislocated workers, and adults lacking basic skills face large gaps in the availability of services. Recommendations include the

DESCRIPTORS- Adult Education; *Adult Students; Bachelors Degrees; Comparative Analysis; Computer Uses in Education; Conventional Instruction; Cooperative Planning; *Core Curriculum; *Curriculum Development; Curriculum Evaluation; Distance Education; Higher Education; *Humanities; *Interdisciplinary Approach; Partnerships in Education; Program Development; Program Effectiveness; *Social Sciences

This set of reports contains materials related to a 3-year project to develop, implement, assess, and disseminate three interdisciplinary courses in the humanities and social sciences that were designed especially for adult baccalaureate students at the New School for Social Research. Included in the first report are a project summary, executive summary, and final report of the project, which entailed the following activities: development of the three courses; pilot testing of the courses in both classroom and distance learning environments; identification of the differences inherent to each delivery method; and identification of a distance learning environment through which an increasing portion of the New School's baccalaureate curriculum could be offered. The second report, which is the University of Michigan's evaluation of the project, contains the following: project overview; summary of the evaluation; summaries of the results of the student and faculty surveys administered at the project's beginning and end; and discussions of student recruitment and services, faculty development, curricular issues, and technological issues. Appendixes constituting approximately two-thirds of the second report contain the beginning-of-term and course evaluation questionnaires and detailed summaries of the results of each questionnaire. (MN)

ED 413 541 CE 075 302

Finch, Curtis R.; Frantz, Nevin R.; Mooney, Marianne; Aneke, Norbert O.
Designing the Thematic Curriculum: An All Aspects Approach.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Apprenticeships; Career Academies; Class Activities; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Data Collection; *Delivery Systems; *Education Work Relationship; Educational Environment; Educational Needs; Employment Qualifications; High School Seniors; High Schools; Information Utilization; *Integrated Curriculum; Interdisciplinary Approach; Job Skills; Magnet Schools; Mentors; Partnerships in Education; Portfolios (Background Materials); Student Evaluation; Tech Prep; *Vocational Education; Work Experience Programs; Youth Employment
IDENTIFIERS- Job Shadowing; School Based Enterprises

This guide focuses on two interrelated areas of developing vocational education curricula: designing a thematic curriculum and using the "all aspects of the industry" approach when creating thematic curricula. The following are among the topics discussed in the guide's eight sections: principles of the thematic curriculum and its potential to improve education;

design of an intervention, staff training, modifying an intervention, and teamwork. To illustrate the process, the paper describes a case study of a child in nursery school who was identified as having developmental problems. Traditional interventions and even consultations did not work with the child, so an intensive intervention, using a team approach, was initiated. First a baseline of behavior was established, and then the intervention plan was developed. The plan called for time-out procedures combined with a high rate of reinforcement and a change in antecedents. The school psychologist met with teachers and staff to discuss the intervention and to train them in its implementation. After beginning the plan, staff met continuously to monitor progress and to adjust the interventions to address new behaviors. The intervention resulted in a steep decline in aggressive behaviors and in noncompliance. Verbal threats were extinguished and affectionate behavior increased dramatically. Plans for long-term maintenance as the child moved to higher grades were also implemented. (RJM)

ED 413 561 CG 028 162

School Psychologists: Helping Educate All Children.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Discipline; Elementary Secondary Education; *Family School Relationship; Learning Strategies; Program Descriptions; *Pupil Personnel Services; School Counseling; *School Psychologists; Teacher Effectiveness; Teaching Methods

Over 24,000 school psychologists work in school systems throughout the United States. Examples of what school psychologists do to help educate U.S. children, on a state by state basis, are provided in this report. The text is divided into four components: "Helping Students Learn"; "Helping Teachers Teach"; "Helping Develop Family-Responsive Schools"; and "Helping Discipline Students." Each section is organized by state and offers a short description of programs that provide effective psychological practices for children, schools, and families. The programs outline how school psychologists help with classroom behavior, and how reality-based interventions can improve both learning and behavior. Some of the specific strategies covered include anger management, peer mediation, family outreach, preschool parent groups, social skills development, early intervention, and transition help. Each program has a contact name and phone number for further information. An appendix includes data on the profession of school psychology, information about the National Association of School Psychologists, relevant publications, and position statements. (RJM)

ED 413 562 CG 028 163

DaGiau, Bette J.
A Program of Counseling and Guidance To Facilitate the Transition from Middle School to High School.
PUB DATE- 97
NOTE- 30p.

This report describes a program for improving student responsibility through increasing the effectiveness of students listening to and following directions. Targeted groups consisted of an eighth-grade applied computer technology class, a ninth-grade English class, a ninth-grade biology class, and an eleventh-grade applied physical science class. Student and teacher surveys and a teacher observation checklist documented the problem of lack of responsibility, revealing many students who failed to bring materials for class, failed to follow class rules, failed to actively listen to the teacher as directions were given, failed to complete an activity as directed, or asked a teacher to repeat directions already given. The faculty reported that teachers enabled students by repeating or explaining directions when students did not listen the first time; students who speak English as their second language had difficulty comprehending written and oral instructions; and in previous grades, students had been promoted to the next grade level even though they failed individual courses. A literature review revealed that when students are not held accountable, they do not develop responsibility for their learning. A review of solutions strategies suggested by knowledgeable others, combined with an analysis of the problem setting, yielded three major categories of intervention: (1) the teacher will foster a sense of students' responsibility by giving students direct instruction and practice in following directions, holding students accountable, and modeling effective listening; (2) the teacher will develop a procedural model that he/she will follow when giving oral directions; and (3) the teacher will develop a procedural model that he/she will following when giving written directions. (Contains 43 references; appended are various survey results and sample survey forms.) (Author/CR)

ED 413 582 CS 012 971

Lynch, John
Research on Skills, Motivation, and Practice: Beginning and Proficient Readers.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Classroom Techniques; Decoding (Reading); *Oral Language; *Phonics; Primary Education; *Reading Instruction; *Reading Motivation; Research Utilization; Spelling; *Whole Language Approach
IDENTIFIERS- *Phonemic Awareness

Because students too often leave the public school system with weak or non-existent reading skills, the subject of how to teach reading is debated. Most children bring a considerable level of oral language ability to their first day of school. Development of spoken language skills seems to come without conscious, formal effort for most children. Phonemic awareness helps to bridge the gap between oral language and text. Phonemic awareness is the understanding that every word can be broken up into individual sounds. Although whole language approach advocates claim that students taught reading using the whole language approach develop deeper, personal language experiences, phonics based instruction has legislative support. Researchers also note that spelling accuracy tends to be lower for whole language students. However, research indicates that once phonemic awareness is established, either a whole language or a phonics based approach is successful. The conclusion is who feel that the increasingly symbolic orientation of communications compels the writing instructor to address the dynamics of both visual and written discourse. These symbols threaten to produce a new type of unexamined and cliched student writing. If writers are to gain (or regain) a vital, relevant discourse, they must approach electronic images in the spirit of Kathleen Welch's "active decoding" (1990) that seeks to familiarize writers with the manipulation that is inherent in symbols. The advent of the World Wide Web, cable television, and desktop publishing has exacerbated the deluge and ensuing devaluation of symbols. Images are now used primarily as shorthand methods of representing information. This new function is particularly evident in advertising--commercial, political, and otherwise. The role of images in persuasion is clear: to evoke an instantaneous impression, requiring minimal reasoning, drawing from the viewer's social and attitudinal stores. A "successful" image is not only simple, but ambiguous. Educators must continue to advocate the active construction and interpretation of texts, bringing images into the classroom, examining their modes of appeal. The preeminence of electronic symbols has added another dimension to classroom discourse, one that reaffirms the classroom's role as a forum of critical thought and active inquiry. (Contains 14 references.) (CR)

ED 413 604 CS 216 074

George, D'Ann
Figuring The Value of Literacy Education in the Late 19th and Early 20th Centuries.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Educational History; *Educational Objectives; English Instruction; English Teachers; Higher Education; *Moral Development; Moral Values; *Student Development; *Teacher Role; Teacher Student Relationship; Writing (Composition); *Writing Instruction
IDENTIFIERS- Bryn Mawr College PA; Historical Background

As part of the research for a dissertation on composition at Bryn Mawr College during the late 19th and early 20th centuries, hundreds of student essays and daily themes were read. Over and over students affirmed the essential worth and significance of events in their daily lives and of their college education in general. More often than not, students framed significance in terms of some moral lesson that they wanted to teach society. The educator formulated a hypothesis that English teachers of that era believed that moral censure and moral reform of students were both part of their instructional project. A search through the 1910 "English Journal" provided proof that the hypothesis was true. Composition teachers, at both high school and college level, saw signs of depravity and delinquency in their students' writing. In several articles, metaphors of sin and sickness characterize the deficiencies of student writing, while teachers figure themselves as evangelists, Christ figures, and healers. Teachers approached education from the perspective that students were in a state of moral decay. They probably believed that the drudgery of composition instruction was ripe for emphasis on mental

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Audience Response; Elementary Secondary Education; Grade 12; Grade 4; Grade 8; Literary Criticism; Production Techniques; Teaching Guides; *Theater Arts
IDENTIFIERS- *Wisconsin

Providing a framework for Wisconsin educators to examine how they could include theater and drama within the school curriculum, this booklet presents five standards for students in grades 4, 8, and 12 that identify an element within theater that would enable students to know and understand theater by doing. The introductory section of the booklet discusses defining the academic standards, developing the academic standards, using the academic standards, relating the standards to all students, and applying the standards across the curriculum. The five standards presented in the paper are: play reading and analysis; performance; research and analysis of methods of presentation and audience response; analysis of the processes of theater artists; and theater production. Each standard in the booklet consists of a content standard, and performance standards for students at each of the grade levels 4, 8, and 12. Samples of proficient and minimal student work on creating a set design for a one-act play are attached. (RS)

ED 413 625 CS 509 640

Allen, Mike; Berkowitz, Sandra; Hunt, Steve; Louden, Allan
Measuring the Impact of Forensics and Communication Education on Critical Thinking: A Meta-Analytic Summary.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Critical Thinking; Educational Benefits; *Instructional Effectiveness; Literature Reviews; Meta Analysis; *Persuasive Discourse; *Speech Communication; *Thinking Skills

A meta-analysis considered the impact of various methods of improving public communication skills on critical thinking. Manuscripts were obtained by searching the available electronic databases (COMINDEX, Dissertation Abstracts, ERIC, Index to Communication Journals, PSYCHLIT), various bibliographies available on the topic, as well as the reference section of manuscripts obtained. Results indicated that communication instruction improves the critical thinking ability of the participants (longitudinal designs r = .176, cross-sectional designs r = .196). Forensic participation demonstrated the largest positive impact on critical thinking improvement, but all communication skill experiences demonstrate significant improvement. The cumulative evidence indicated that communication skill instruction generates, using the Binomial Effect Size Display (BESD), a 44% increase in critical thinking ability. This summary of available research provides documentation supporting the claims of departments and educators for the viability of communication skill instruction as a means of improving critical thinking. These results provide important evidence to support the maintenance of forensics programs in an era of increased educational efficient management can solve almost any problem; and (2) practices that are appropriate for the conduct of private-sector enterprises can also be applied to the public sector (Rees, 1995). This paper examines these claims in relation to education as a public service. Specifically, the paper contrasts the practices of managerialism with the requirements of the message systems of schools: curriculum, pedagogy, and assessment. Outcomes of managerialism include decreased local control, increased control of the labor force, the measurement of efficiency in economic terms, less emphasis on equal access and quality, and the disempowerment of teachers. The hyper-rationalization and overburdening of schools that are introduced by accountability measures may close the system down, reducing performance by lessening the time and effort that teachers can spend teaching. Moreover, the effects of market forces and competition for resources are already creating cultural and social differences--by punishing need through the withdrawal of resources and rewarding lack of need. (Contains 27 references.) (LMI)

ED 413 645 EA 028 690

Bates, Richard
A Socially Critical Perspective on Educational Leadership.
PUB DATE- 95
NOTE- 21p.; Paper presented at the Flinders University Conference on Educational Leadership (Adelaide, South Australia, Australia, July 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decentralization; *Economic Development; *Economic Impact; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; *Government Role; Government School Relationship; Leadership; Privatization
IDENTIFIERS- *Australia

This paper takes the point of view that the mechanisms of demolition are those of economic rationalism: globalization, marketization, deregulation, competition, and privatization. The growing concern of government with economies, markets, and money carries over to education and other institutions. Currently in Australia, devolution is interpreted in terms of a centralized authority that determines the allocation of resources and policy formation; accountability or how to meet prescribed outcomes is the responsibility of local bodies. Devolution has placed education at the service of industrial production and markets, and facilitated the movement to transformative leadership (in which leaders are required to reshape corporate culture and carry workers along with the vision). The logic of the market corrodes traditional educational commitments, which are based on important cultural and social understandings, as well as the production of skills and useful knowledge. Economic rationalism increases competition among schools, undermines social solidarity among educators, increases collegial surveillance, intensifies teachers' work, raises the pressure for accountability, and makes principals act as managers of resources. It is important to abandon the sterile texts of scientific management, recognize the ideological and value-laden nature of leadership, and reconstitute an administration that is both democratic and truly educational. (Contains 40 references.) (LMI) philosophical view of values and valuation that serves as a grounding for reflective moral decision making. It deals with values and valuation as both philosophical and practical problems. Chapter 1 briefly examines the situation in the literature of educational administration relevant to values and administrative practice, and then in chapters 2 and 3 of the book presents a general philosophical position with an integrated view of values, practice, and science. Chapters 4 and 5 describe the process of valuation as it applies to concrete situations in administration, and chapter 6 discusses some characteristics of school organizations along with the problems and opportunities they can present for administrators trying to move their organizations toward more desirable futures. The rest of the book, chapter 7, is composed of vignettes, cases, and exercises. One table, chapter endnotes, and are index are included. (LMI)

ED 413 664 EA 028 768

Wallace, Richard C., Jr.; Engel, David E.; Mooney, James E.
The Learning School: A Guide to Vision-Based Leadership.
PUB DATE- 97
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Educational Administration; Educational Theories; Elementary Secondary Education; *Institutional Mission; *Leadership Responsibility; Learning Theories; Mission Statements; Organizational Development; *School Administration
IDENTIFIERS- *Learning Communities

Leading with vision is critical to the success of schools. The purpose of this book is to define and describe vision-based educational leadership. The book proposes the model of a learning school in which everyone is a learner. Chapter 1 discusses the ways in which vision drives educational leadership, the organization of the schools, and learning in the school. Chapter 2 provides a brief review of philosophical thought and the contribution of psychologists to the definition of learning and knowledge. Chapter 3 provides an understanding of how learning theory and research have a direct influence on one's vision of educational processes and outcomes. Chapter 4 focuses on the role of leadership in the learning school, based on the works of Peter Senge and Thomas Sergiovanni. Chapter 5 presents a model for a learning school that consists of four integrated elements: shared vision, authentic teaching and learning, supportive school organization, and assessment. Chapter 6 describes a process for developing a shared governance of the learning community. In chapter 7, four examples depict the ways in which leaders engaged others to develop a shared vision. Chapter 8 reviews lessons learned in developing a shared vision. Guidelines to engage the broader community in building and maintaining a learning community are offered in chapter 9. Seven figures and an index are included. Appendices contain a sample school-district analysis of probability statements, a district scenario, and methods for evaluating visions. (Contains 84 references.) (LMI)

ED 413 665 EA 028 770

Center Institute on Rehabilitation Issues (22nd, New Orleans, LA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Advisory Committees; Change Strategies; Cooperation; Cooperative Programs; *Disabilities; Leadership; Participation; Program Improvement; *Rehabilitation Programs; *Self Advocacy; *Self Determination; *State Agencies; *Vocational Rehabilitation

Targeted to state vocational rehabilitation administrators and leaders, this document discusses the recommendations of a study group that investigated approaches, ways, methods, and strategies for increasing the involvement of individuals with disabilities in the operation and management of state agency rehabilitation programs. Part 1, "Consumer Involvement: Basics and Background," addresses the vision and values that must be embraced to ensure consumer involvement in rehabilitation programs, including open communication, trust and respect, leadership development of individuals with disabilities, continuous striving for improvement, and diversity. The evolution of consumer involvement in vocational rehabilitation is described. Part 2, "Consumer Involvement: How to Make it Happen," begins by discussing top-down endorsement strategies. Involvement via statewide councils is also addressed and includes a discussion of the makeup, roles, and responsibilities of state rehabilitation advisory councils. Recommendations are made for council support strategies, recruitment strategies, and operation strategies to ensure greater consumer involvement. The final section discusses strategies for consumer agency partnerships related to legislative advocacy and networking strategies, personal development strategies, and state and/or local planning, policy development, and evaluation strategies. Part 3 provides sample program statements and plans for consumer involvement, organizational resources, and relevant articles. (Contains 15 references.) (CR)

ED 413 684 EC 305 941

Learning Disabilities Information Kit.
PUB DATE- 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; *Compliance (Legal); Definitions; Disability Identification; Early Identification; Early Intervention; Elementary Secondary Education; Federal Legislation; Information Sources; *Learning Disabilities; National Organizations; *Public Policy; *Public Support; Research and Development; *Student Rights; *Theory Practice Relationship
IDENTIFIERS- National Institute Child Health Human Development

This collection of nine pamphlets is intended to increase the general public's awareness about the nature and importance of learning disabilities; to facilitate the access of parents and individuals with learning disabilities to practical information and sources of assistance; to expand access to practical information about existing research findings, innovations in

Characteristics; *Staff Development; Student Evaluation;
*Student Placement; *Talent Identification

This monograph discusses a project involving 246 teachers that investigated a Staff Development Model (SDM) and a Research-Based Assessment Plan (RAP) for their potential to improve the identification and education of gifted students from economically disadvantaged families, some of whom have limited proficiency in the English language. The concept of giftedness as a psychological construct defined by a basic set of traits, aptitudes, and behaviors (TABs) formed the basis of the two models. Overall, the models were perceived as an effective way to: (1) improve teachers' ability in observing giftedness in target population student groups; and (2) facilitate the collection and use of information derived from multiple sources when making decisions for program placement and services. The TABs associated with the giftedness construct appeared to provide a feasible way to train teachers to recognize exceptional ability in target population student groups. Secondly, the SDM and the RAP process appeared to affirm the importance of involving teachers and other staff in the entire process of identifying gifted target students. Finally, feedback on the RAP suggested that it could be a systematically viable way to consider the interrelationships of information from multiple sources when making gifted program placement decisions. (Contains 39 references.) (Author/CR)

ED 413 704 EC 305 978

Oswald, Donald P.; Coutinho, Martha J.
Project ALIGN: Supporting Data-based Decision Making To Align the Intent and Implementation of IDEA with the Goals of National Education Reform. Final Report Submitted upon the Conclusion of Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Disability Identification; Educational Policy; Elementary Secondary Education; Ethnicity; *Federal Aid; Federal Programs; High School Graduates; High Schools; Public Policy; *Racial Factors; Socioeconomic Influences; Special Education; State Aid; State Federal Aid; Strategic Planning; Student Educational Objectives; *Student Placement; *Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act

This final report discusses the outcomes of a policy research study designed to improve decision making during the reauthorization of the Individuals with Disabilities Education Act (IDEA). Issues were identified and policy briefs were developed on: (1) the federal financial formula for special education; (2) the role of economic and demographic factors in school completion rates for children with disabilities; (3) the role of economic and demographic factors in placement in regular classes; (4) leaving school--transition planning; and (5) state funding formulas. Extant database analyses and state key personnel interviews investigated implications for policies related to these issues. At the state level, results indicated that placement rates in regular class settings were related to ethnicity. With respect to transition services, the data suggest that the mandate to implement transition planning at age 16 was associated with a decline in dropout rates. With face in society. Part 1 contains the overview article "Obstacles to Equality: The Double Discrimination of Women with Disabilities" (Rannveig Traustadottir), which reviews the existing literature on women with disabilities and compares how women with disabilities fare in the traditional female sphere of reproduction and nurturing, education, and employment as compared to women without disabilities and men with disabilities. Part 2 is an annotated listing of resources written by and/or about women and girls with disabilities. Subjects in this section include general issues, life histories, education, employment and rehabilitation, health issues, women and care, motherhood and reproductive rights, sexuality, sexual abuse, and fiction. Part 3 provides information on teaching materials about women and girls with disabilities. This part also lists other practical materials, such as a manual for accessibility. Part 4 provides information about support groups for women and girls with disabilities and how to start networking projects. This section also contains information about women's periodicals and organizations which include women with disabilities. Part 5 provides information about women and disability that is available on the Internet. (CR)

ED 413 722   EC 305 996

Zubal, Rachael; Shoultz, Bonnie; Walker, Pam; Kennedy, Michael
Materials on Self-Advocacy.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Decision Making; *Disabilities; *Empowerment; *Personal Autonomy; Resource Materials; *Self Advocacy; *Self Determination; Social Support Groups

This packet of materials focuses on the self-advocacy of individuals with disabilities. Part 1 includes: "Self-Advocacy: Speaking for Yourself" (Michael Kennedy and Patricia Killius), an article written by individuals with disabilities that discusses the importance of people with disabilities making their own decisions and having a say about the services they receive. Strategies for starting a self-advocacy group and the benefits of such a group are described. Part 2, "Resources on Self-Advocacy" (Rachel Zubal, Bonnie Shoultz, and Pam Walker), lists self-advocacy materials that are currently available. Included are resources on choice and self-determination in which the voices of self-advocates were included. Part 3 includes the following articles that all address the need for individuals with disabilities to advocate for themselves and the growth of the self-advocacy movement: "Self-Determination" (Michael Kennedy), "Thoughts about Self-Advocacy" (Michael Kennedy and Bonnie Shoultz), and "More Thoughts about Self-Advocacy: The Movement, The Group and the Individual" (Bonnie Shoultz). (CR)

ED 413 723   EC 305 997

Searl, Julia; Harris, Perri
Community Integration Policy and Practice Abstracts, Third

resource for text segmentation and corpus annotation; automatic part-of-speech tagging for the corpus; automatic phrase bracketing and syntactic annotation for the corpus; creation of specialized terminology data banks; and machine translation systems. Specific projects, cooperative efforts, and resulting resources are noted. (MSE)

ED 413 741 FL 024 762

Erjavec, Tomaz
Public Domain Generic Tools: An Overview.
PUB DATE- 95
NOTE- 12p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computational Linguistics; *Computer Software; *Discourse Analysis; Foreign Countries; Information Sources; Internet; Language Research; *Languages; Linguistic Theory; Standards; *Structural Analysis (Linguistics)
IDENTIFIERS- *Language Corpora; *Public Domain Software

This paper presents an introduction to language engineering software, especially for computerized language and text corpora. The focus of the paper is on small and relatively independent pieces of software designed for specific, often low-level language analysis tasks, and on tools in the public domain. Discussion begins with the application of standards to language corpora, and the role of information technology in promoting standardization. Current international standards and statistical tools are then examined briefly, and computational linguistic tools (morphological analyzers, implementation of formalisms, lexicon development environments) are noted. Problems in using public domain tools, and prospects for their resolution, are also discussed. A list of related World Wide Web resources is included. Contains 15 references. (MSE)

ED 413 742 FL 024 763

Galinski, Christian
The "Terminology Market."
PUB DATE- 95
NOTE- 8p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computational Linguistics; Computer Software; Consultants; Data Processing; *Dictionaries; Foreign Countries; Information Needs; Information Services; International Cooperation; Language Processing; *Language Research; *Languages; Languages for Special Purposes; *Vocabulary
IDENTIFIERS- Europe

This paper examines needs, resources, and trends in the computer-based development of field-specific terminologies in varied languages. The range of special terminologies, their users, and with a mean length of 8.18. and 457 words with 196 different word types. In Spanish, he produced 35 utterances with a mean length of 6.17, and 216 words with 82 word types. Analysis also examined phonetic, grammatical, discourse-related, and pragmatic characteristics of the narratives. It is concluded that the child's strongest language is Basque, with more fluent and accurate production, despite the fact that he had seen the original video story only in English. Spanish production was elicited and was limited to description of a few elements in each picture, with all narrative in the present tense. Code mixing was not common in the data obtained, but some cross-linguistic influence was found. Contains eight references. (MSE)

ED 413 762 FL 024 825

Basturkmen, Helen; Al-Huneidi, Amal
The Language Needs Analysis Project at the College of Petroleum and Engineering, Kuwait University.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Educational Needs; *Engineering Education; *English (Second Language); Foreign Countries; Higher Education; Language Skills; *Needs Assessment; Questionnaires; School Surveys; Second Language Programs; Student Attitudes; Student Needs; Teacher Attitudes
IDENTIFIERS- *Kuwait University

A study of the English language needs and attitudes of students and faculty in Kuwait University's College of Petroleum and Engineering is reported. The objective was to create a basis for assessing the relevance of the institution's current English second language program. Data were gathered through: (1) interviews with faculty, teaching assistants, and students to determine English language task types and perceptions of the relative importance of skills, subskills, and language deficiencies, (2) observation of classes for information on notetaking, question patterns, Arabic use, and other classroom language issues; (3) analysis of student projects, class handouts, lab instructions, and assignments to determine common text and task types; and (4) administration of questionnaires (appended) concerning language demands, language needs, and attitudes toward language instruction among faculty, teaching assistants, and students. Results are detailed here in two sections: those pertaining to faculty and teaching assistants, and those pertaining to students. Findings are summarized relating to instruction in engineering courses, student language needs, and views on English language instruction and language learning. Suggestions for action are made in each case, and data summaries are included. (MSE)

ED 413 763 FL 024 835

Taura, Hideyuki
Bilingual Measurement.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Goal Orientation; High Schools; Second Language Instruction; *Student Motivation; *Vocabulary Development
IDENTIFIERS- *Goal Setting; Japan; *Task Goal Attitudes

A study investigated the effect of assigning difficult, specific goals on a 50-item vocabulary test to Japanese high school students of English as a Second Language. Subjects were five intact ESL classes (n=190 students) divided into experimental and control groups. A vocabulary-recognition matching pretest was administered to all subjects. After the test, all students were given the correct answers and asked to check them for 10 minutes. The experimental group was instructed to memorize 15-30 words missed, with the specific number based on pretest performance; the control group was given no additional instructions. All students were then posttested with the same instrument. Results indicate mean score improvements for both groups. Control group subjects almost doubled their mean scores. Experimental group subjects showed greater improvements in scores, with the greatest improvement in subjects who missed 25 items on the pretest. It is concluded that for learners to achieve their highest task performance, specific, difficult goals are more effective motivators than vague, easy, or "impossible" goals. Contains 18 references. (MSE)

ED 413 783 FL 024 914

Nguyen, Dinh-Hoa
Vietnamese. London Oriental and African Language Library.
PUB DATE- 97
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Descriptive Linguistics; *Grammar; *Language Patterns; Morphology (Languages); Phonology; Sentence Structure; Structural Analysis (Linguistics); Suprasegmentals; *Uncommonly Taught Languages; *Vietnamese; Vocabulary

A descriptive introduction to the Vietnamese language is presented. An introductory chapter gives an overview of the population using Vietnamese, its affiliation with Chinese and other languages, dialects, role in religion, history, writing systems, syllabic structure, and body language. Chapter 2 describes its sound system, syllable boundaries, stress and intonation, and changes in these areas. The third and fourth chapters focus on morphology and lexicon, and chapters 5 through 7 enumerate and describe the parts of speech. In chapter 8, the noun phrase is addressed, and in chapter 10, the verb phrase. Sentence structure and types are the subject of the two final chapters. Appended materials include a list of the parts of speech, and three short texts of different types (folk verse, novel excerpt, and newspaper advertisement). Contents are indexed. Contains 212 references.

ED 413 784 FL 024 915

Yumoto, Kazuko
Bilingualism, Code-Switching, Language Mixing, Transfer and Borrowing; Clarifying Terminologies in the Literature.
PUB DATE- 96
NOTE- 14p.; In: Kanagawa Prefectural College of Foreign Studies, Working Papers, Volume 17, March 1996, p.49-60.

ensure that faculty and student affairs personnel are sensitive to transcultural issues; aggressive efforts to recruit faculty from profiled groups; systematic coordination between high school and university; diversification of the core curriculum to reflect transcultural context; changes in testing procedures; construction of culturally sensitive models of student development; and strong administrative leadership. (Contains approximately 525 references.)(BF)

ED 413 804 HE 030 706

Marcus, Laurence R.
Fighting Words. The Politics of Hateful Speech.
PUB DATE- 96
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrative Policy; Affirmative Action; Black Attitudes; Black Leadership; Censorship; *Civil Liberties; Civil Rights; *College Students; Court Litigation; Cultural Pluralism; Culture Conflict; Ethnic Stereotypes; *Freedom of Speech; Higher Education; *Intellectual Freedom; Jews; Legal Responsibility; Libel and Slander; Minority Groups; Political Correctness; *Racial Relations; Student Attitudes
IDENTIFIERS- *Fighting Words Doctrine; *Hate Speech

This book explores issues typified by a series of hateful speech events at Kean College (New Jersey) and on other U.S. campuses in the early 1990s, by examining the dichotomies that exist between the First and the Fourteenth Amendments and between civil liberties and civil rights, and by contrasting the values of free speech and academic freedom in the university to the failure to provide equal protection to students. An introductory chapter reviews the precipitating events at Kean College, when speakers from outside the college (Leonard Jeffries, Khalid Abdul Muhammad, and Louis Farrakhan) polarized the campus. African Americans felt their cultural event had been treated with disrespect; Jewish students, faculty, and staff were upset that a speaker known for anti-Semitic attitudes was allowed to speak without confronting those whom he defamed; Hispanics saw a plot to get rid of the Hispanic president. Succeeding chapters cover changing U.S. demographics and attitudes; the affirmative action debate; identity politics, multiculturalism, and political correctness; the campus climate; court cases involving regulation of speech on campus; and the need for college leadership to improve intergroup relations as a means of dealing with hate speech. (Chapters contain endnotes and approximately 240 references.) (BF)

ED 413 805 HE 030 707

Kennedy, Donald
Academic Duty.
PUB DATE- 97
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Freedom; Accountability; *Career Development; *College Administration; Faculty College Relationship; *Faculty Development; Faculty Publishing; Faculty

in Ancient Greek Culture: Perseus Evaluation Final Report 1995-96.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancient History; *Classical Literature; *College Instruction; Computer Uses in Education; Curriculum Development; Electronic Libraries; *Greek Civilization; Greek Literature; Higher Education; *Hypermedia; Information Sources; Social Studies; World Wide Web
IDENTIFIERS- *Greece (Ancient); *Perseus Project

This report evaluates findings of the Perseus hypermedia project, a digital library of resources for studying the ancient world, especially Greece. Specifically, this evaluation examined Perseus-elated assignments, activities, and methods developed from fall 1993 to spring 1996 at a number of institutions of higher education. It found that Perseus had been used in directed assignments, open-ended assignments, as a translation tool, as the basis for classics "labs," as a library resource, as a lecture/demonstration tool, as a correlate to museum activities, for online exams, and as part of an online telecourse. Evaluation concluded that: (1) Perseus amplifies and augments teaching/learning; (2) Perseus requires substantial physical infrastructure investment; (3) Perseus demands new conceptual infrastructures for teaching/learning; and (4) Perseus is bringing systemic changes to the classics. Individual sections of the report describe Perseus uses at: Ball State University (Indiana), Holy Cross College (Massachusetts), the University of Michigan, Rhodes College (Tennessee), Bates College (Maine), Miami University (Ohio), Skidmore College (New York), Tufts University (Massachusetts), University of Houston (Texas), Illinois Wesleyan University, and Virginia Tech. Also provided is an analysis of the evaluation questionnaire. Four appendices provide the questionnaire, a correlation matrix, statistical tables, and a sample Perseus web site usage summary. (DB)

ED 413 823 HE 030 726

Ehrmann, Stephen C.
Project "Flashlight" Planning Grant. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Outcomes Assessment; Computer Uses in Education; Cooperative Programs; Delphi Technique; Educational Finance; Enrollment Management; *Evaluation Methods; Evaluation Research; Feasibility Studies; Higher Education; Information Management; Management Information Systems; Meetings; Postsecondary Education; Program Development; *Program Evaluation; School Holding Power; Telecommunications

This final report describes results of a planning grant for the "Flashlight" project, an effort to develop, test, and disseminate evaluation procedures that a postsecondary and administration and compliance with the Drug-Free Schools and Campuses Act. Chapter 4 describes key policy options for alcohol and other drug prevention. Chapter 5 outlines the 15-step procedure for reviewing, selecting, and implementing campus policies and emphasizes maximizing the participation of significant stakeholders and policy integration. Among six appendices are a risk assessment guide, a model policy, and actual policies of five institutions. (Individual chapters contain reference endnotes.) (DB)

ED 413 841 HE 030 753

Corley, Edward L.
A Constructivist Interpretation of Attitude towards Science.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Constructivism (Learning); Elementary Education; Elitism; Factor Analysis; Questionnaires; *Science Instruction; *Science Teachers; Scientific Literacy; Statistical Analysis; *Teacher Attitudes; Test Validity

This study, part of ongoing research to establish the construct validity of a science attitude assessment instrument, evaluated the instrument with 72 elementary school science teachers. The measure, "Assessment of Attitude Toward Science and Science Teaching," contains 27 statements to which the respondent expresses degrees of agreement. This particular investigation examined use of the instrument to reveal whether the teacher-respondent was constructivist in approach to science and science teaching. Factor analysis determined that four factors accounted for 50 percent of the variance. These were: (1) understanding science; (2) constructivist approach to teaching and learning about science; (3) attitudes towards teaching science; and (4) positive attitudes towards science. Agreement with statements loading on the first and fourth factors were interpreted as identifying a more traditional science teacher, while disagreement with these statements suggested a more constructivist approach. Agreement with statements loading on the second and third factors indicated a more constructivist bent, while disagreement indicated a more traditional approach to science. Appendices include the instrument and the statistical analyses. (DB)

ED 413 842 HE 030 754

Yearout, Robert D., Ed.
Proceedings of the National Conference on Undergraduate Research (11th, Austin, Texas, April 24-26, 1997). Volumes I-V.
PUB DATE- 97
NOTE- 2045p.
LANGUAGE- English
EDRS Price- MF18/PC82 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Artists; Authors; Biology; College Students; Engineering Education; Higher Education; Humanities Instruction; *Intellectual Disciplines; Mathematics Education; Physical Sciences; Social Sciences; *Student Research; *Undergraduate Study

Communication; Continuing Education; *Distance Education; *Educational Cooperation; Educational Planning; Geographic Isolation; Higher Education; *Inservice Teacher Education; *Rural Areas; Teachers; Telecourses
IDENTIFIERS- *Video Teleconferencing

A one-year pilot program at five videoconferencing learning centers addressed the use of videoconferencing as an effective instructional delivery model in distance education for post secondary teacher education. The need to offer teachers increased continuing educational opportunities has placed a significant demand on university training programs to offer additional courses to meet their needs. The pilot program focused on the collaborative design and development of a distance learning network delivering seven university classes. Factors that contributed to the success of the pilot program include: the use of videoconferencing; pre-planning, training, and facilitation of individuals involved in the delivery of instruction; and the collaborative grassroots organization and support for the program. The program proved to be an effective means for delivering instructional content to remote areas of the region. Increased training for faculty, facilitators, and technologists must be provided and funded in order to continue the program. The use of videoconferencing requires extensive planning and human resources for instruction to be effective. Videoconferencing learning communities allow for educational opportunities previously denied. In addition, the varied use of videoconferencing provides additional opportunities for schools, communities, and governmental agencies to increase the viability of information and resources to remote locations. (Author/SWC)

ED 413 861 IR 018 610

Wolcott, Linda L.
Tenure, Promotion, and Distance Teaching: A Study of Faculty Rewards and Incentives.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Computer Mediated Communication; *Distance Education; Educational Development; *Educational Innovation; *Faculty Promotion; Higher Education; *Incentives; Motivation; Nontraditional Education; Recognition (Achievement); Research Universities; *Rewards; Tenure
IDENTIFIERS- Barriers to Participation

Faced with declining resources, increased public scrutiny, and pressures to accommodate the needs of a changing student population, colleges and universities look to innovative uses of technology as supplements to and alternatives for mainstream instruction. Faculty are increasingly becoming involved in distance/distributed education. This study looks at the institutional reward systems for distance education at four Carnegie Category I research institutions. Data were collected through semi-structured interviews with 34 individuals representing faculty, distance education program administrators, and chief academic officers. The institutions in the study share a similar tripartite mission of teaching, research, and service. At the institutional level, distance education is a low priority while at the college and department level, the commitment to distance education is greater. Similarly, within the context of the academic unit, more so than at the institutional level, administrators recognize

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Literacy; Computer Networks; *Educational Research; Equal Education; Foreign Countries; Futures (of Society); *Information Literacy; *Information Retrieval; *Information Seeking; Information Utilization; *Internet; Online Searching; Online Systems; *User Needs (Information); World Wide Web
IDENTIFIERS- *Access to Computers; Access to Technology; Singapore

The Internet has major implications for both education and educational research. According to John Dewey (1916), the form of experience that is most educative is participation in shared inquiry. The Internet "represents a dynamically evolving virtual world, with virtual communities forming all over the place, each composed of people with similar interests but diverse locations" (Cunningham, 1996). Most universities and schools of education are now connected to the World Wide Web. This paper presents an overview of the Internet as a tool for educational research, and explores some of the issues raised for the academic community of the move from traditional to information technology-assisted information skills, collaboration on research projects, materials available for research on the Internet, and the interchange of ideas within the new intellectual community that exists on the Internet. In order for technology to have a substantial impact on educational research, a number of issues need to be addressed: equitable access to Internet-connections, anywhere and anytime; universal access to computers needed to access the Internet; worthwhile, quality web-sites to explore; development of the necessary information retrieval skills among both faculty, staff, and research students; and an understanding of how the tools of the communication age can be used to build the future, and not simply reproduce the past. (Contains 30 references.) (Author/SWC)

ED 413 879 IR 018 631

Study of School Uses of Television and Video. 1996-1997 School Year Summary Report.
PUB DATE- 97
NOTE- 32p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cable Television; *Classroom Techniques; Computer Uses in Education; *Educational Television; Elementary Secondary Education; Films; Internet; *Mass Media Role; *Mass Media Use; Multimedia Materials; Programming (Broadcast); Public Television; Teacher Attitudes; *Television Viewing; Video Equipment; Videotape Recordings
IDENTIFIERS- Corporation for Public Broadcasting

This summary provides an overview of the findings from the 1997 Study of School Uses of Television and Video, which surveyed principals (n=1,059) and teachers (n=1,285) throughout the U.S. The study analyzed key measures of the use of television and video for instruction in U.S. schools in terms of availability of equipment, programming, support, and other resources; patterns of use in classrooms; and educators' attitudes and expectations for outcomes. It also examines the impact of computer technologies--particularly multimedia and the Internet--on classroom practice. TV and video are highly valued as teaching tools, seen as especially effective for reaching visual learners and special populations. TV and video are being used more deliberately and are being more fully integrated into efficiently, and prepare for entry into the workplace or related postsecondary programs. Section A provides information on Career and Technology Studies (CTS), such as program rationale and philosophy, general learner expectations, curriculum structure and levels of achievement, curriculum and assessment standards, and basic competencies reference guide. Section B presents strand rationale and philosophy and strand organization, including themes, concepts/levels, scope and sequence, and module descriptions. Section C addresses planning for instruction for CTS and tourism studies. Sections D-F contain 24 module curriculum and assessment standards for introductory, intermediate, and advanced levels. Each module within a level contains these components: level, theme, prerequisite, module description, module parameters, and curriculum and assessment standards. The latter are found in two charts: one correlating module learner expectations, assessment criteria and conditions, and suggested emphasis and the other concepts, specific learner expectations, and teacher notes. Sections G-J provide background information and strategies for assessing student achievement and assessment tools; an overview of linkages and transitions of CTS modules with organizations; lists of learning resources; and background information, strategies, a template for developing student learning guides, and several sample student learning guides. (YLB)

ED 413 429 CE 075 010

Wildlife. Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 381p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Competency Based Education; Curriculum Design; *Curriculum Development; Curriculum Guides; Fisheries; Foreign Countries; Instructional Materials; Learning Modules; Material Development; Postsecondary Education; Secondary Education; *State Standards; *Student Evaluation; Vocational Education; *Wildlife; *Wildlife Management
IDENTIFIERS- Alberta

This Alberta curriculum guide, focusing on wildlife, defines competencies that: help students build daily living skills; investigate career options in logistics occupations; use technology in the logistics field effectively and efficiently; and prepare for entry into the workplace or related postsecondary programs. Section A provides information on Career and Technology Studies (CTS), such as program rationale and philosophy, general learner expectations, curriculum structure and levels of achievement, curriculum and assessment standards, and basic competencies reference guide. Section B presents strand rationale and philosophy and strand organization, including development model, levels, scope and sequence, and module descriptions. Section C addresses planning for instruction for CTS and wildlife. Sections D-F contain 17 module curriculum and assessment standards for introductory, intermediate, and advanced levels. Each module within a level contains these components: level, theme, prerequisite, module description, module parameters, and curriculum and assessment standards. The latter are found in two charts: one correlating module learner expectations, assessment criteria and conditions, and suggested emphasis and the other concepts, Employment Qualifications; Grants; Inservice Teacher Education; *Integrated Curriculum; Job Skills; Mathematics Skills; Outreach Programs; Pilot Projects; Program Development; Questionnaires; Resource Materials; Rural Areas; Rural Education; Secondary Education; *Vocational Education

This guide, which is intended for vocational teachers interested in integrating vocational and academic instruction, documents and discusses the processes involved in the development of the Academic Vocational Integration Project (AVIP) at Franklin County Technical School (FCTS), which is located in a rural Massachusetts county with a large special needs population. The introduction examines the need to integrate academic and vocational education and discusses the problem of curriculum integration from teachers' and students' viewpoints. The following are among the topics discussed in the guide's remaining three sections: integrating the curriculum and teaching strategies (developing integrated curricula, recognizing authentically integrated curricula, incorporating generalized learning into shop situations, developing learning and employability skills, clustering closely related shops for math and language classes, providing special needs help in ships, sharing teaching techniques, assessing and evaluating student progress, teaching in teams, training teachers, using computers); development, implementation, and effectiveness of the AVIP; and grant activities (outreach activities, developments within FCTS). Appendixes constituting approximately 50% of this document contain the following: basic technical skills shop survey; careers choices curriculum; shop math materials; unified carpentry-related curriculum; list of Massachusetts Vocational Curriculum Resource Center integration resources; and miscellaneous materials. (MN)

ED 413 449 CE 075 048

Bollier, David
Aiming Higher. 25 Stories of How Companies Prosper by Combining Sound Management and Social Vision.
PUB DATE- 96
NOTE- 372p.; For the Business Enterprise Trust.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; Business Administration; *Business Responsibility; Demonstration Programs; *Employer Employee Relationship; Employment Patterns; *Employment Practices; *Organizational Development; Organizational Effectiveness; *Quality of Working Life; *Success

This collection of real-life stories profiles chief executive officers, managers, and employees who view social challenges as opportunities to create new markets, build motivated work forces, and attract loyal customers. The companies profiled have been honored by The Business Enterprise Trust, founded by Norman Lear. The following profiles are included: Vermont National Bank's Socially Responsible Banking Fund; Gun Denhart and Hanna Anderson; Prudential Insurance's Living Needs Benefits; Mario J. Antoci and American Savings Bank; Finast Supermarkets; Hubka and Rachel's Bus Company; Lou Krouse and the National Payments Network; Equal Opportunity at Inland Steel; Julia Stasch of Stein & Company; Barbara B. Roberts and FPG International; DAKA International; Jack Stack and the Springfield ReManufacturing Corporation; Rick Surpin and Cooperative Home Care Associates; Hal Rosenbluth and Rosenbluth International; Howard Schultz and the Starbucks Coffee Company; The Work/Life Programs of Fel-Pro, Incorporated; Judy Wicks and working for a different employer, and only 17% had not returned to work. Of the managers and professionals, only 11% did not return to the jobs they held before their pregnancy. Other findings of these studies were as follows: employer accommodations to pregnant workers played a significant role in producing high retention figures; total length of child-bearing leave and ability to avoid excessive work hours (over 40 per week), show strong and consistent effects on employee retention; women who considered their supervisors indifferent or hostile to their needs were more likely to change jobs or exit the labor force; and women who believed that employment does not adversely affect the mother-child relationship were less likely to exit the labor force after childbirth. (MN)

ED 413 468   CE 075 072

Spalter-Roth, Roberta; Hartmann, Heidi; Burr, Beverly
Income Insecurity: The Failure of Unemployment Insurance To Reach Working AFDC Mothers.
PUB DATE- 94
NOTE- 14p.; Paper presented at the Annual Employment Task Force Conference (2nd, Washington, D.C., March 20-22, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Eligibility; *Employed Women; Employment Patterns; *Mothers; National Surveys; *Public Policy; Sex Differences; Unemployment; *Unemployment Insurance; *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children; Welfare to Work Programs

Because female heads of families tend to have less continuity of employment than their male counterparts do, they are twice as likely to face unemployment without unemployment insurance (UI) benefits. If Aid to Families with Dependent Children (AFDC), which is the primary income support program for impoverished single mothers and their children becomes a time-limited program promoting employment in the low-wage labor market, the UI program will be expected to serve as a substitute for AFDC. According to research conducted by the Institute for Women's Policy Research on a data set of 1,200 single AFDC mothers who represent 2.8 million single mothers receiving AFDC nationwide, the UI program cannot become an effective income supplement for most AFDC mothers unless UI eligibility requirements are revised significantly. The following changes in policy regarding UI were recommended: (1) expanding UI eligibility by reducing minimum earnings and work requirements so that UI provides more security for more low-wage, intermittent workers; (2) instituting a national policy of paid family leave to provide the income support necessary for periods of nonemployment resulting from childbirth or fulfillment of family responsibilities; and (3) extending temporary disability insurance to cover serious family emergencies. (MN)

ED 413 469   CE 075 073

Spalter-Roth, Roberta
Making Work Pay: The Real Employment Opportunities of Single Mothers' Participating in the AFDC Program.
PUB DATE- 94
NOTE- 20p.; Presented at a briefing organized by the Coalition on Human Needs for Congressional staff.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

automatic dryers; (9) automatic dishwashers; (10) garbage disposers; (11) trash compactors; (12) gas ranges and ovens; (13) electric ranges and ovens; and (14) microwave ovens. The teacher's edition also contains the following: information on use of the publication, a competency profile, national competencies, a list of related academic and workplace skills, a list of needed tools, equipment, and materials; and list of 37 references. (KC)

ED 413 487 CE 075 122

Agricultural Biotechnology Technician. National Voluntary Occupational Skill Standards.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Occupations; *Agricultural Skills; *Agricultural Technicians; *Biotechnology; *Competence; Competency Based Education; Emerging Occupations; Employment Potential; Equipment; Hand Tools; *Job Skills; Machine Tools; *National Standards; Postsecondary Education; Secondary Education; Teacher Qualifications; Technical Occupations; Vocational Education

The skill standards in this document were developed as a result of meetings between representatives of the agricultural industry and educational institutions to determine the skills and educational preparation required of an agricultural biotechnology technician, verified by technicians working in laboratories, greenhouses, animal facilities, and the field in corporations throughout the United States. The standards are intended to assist educators in developing appropriate courses of study (below the baccalaureate degree), to help students measure their progress against verified goals, and to provide the agricultural industry with skilled employees. The first two sections report on the project's scope and methodology. Part 3 contains skill standards for the following: (1) technical skills (technical communication skills, safety, basic lab skills, basic microbiology, cell biology techniques, quality control, nucleic acid techniques, protein techniques, regulatory compliance, greenhouse and growth chamber skills, plant field trials, animal care and field trials); and (2) employability skills (resources, interpersonal skills, information, and systems). Part 4 contains standards for the following: related academic skills in science, mathematics, computers, and communications; hours of instruction; qualifications of instructors; and tools and equipment. Part 5 describes emerging agricultural occupations and lists the project staff. (KC)

ED 413 488 CE 075 123

National Photonics Skills Standard for Technicians.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English

guest speakers, career counseling, academic enrichment, test-taking preparation, personal development, mentoring, and exposure to college campus life. Project evaluations were conducted by a questionnaire designed to explore student perceptions and feelings about various aspects of the program. Students were generally positive about their experiences in the program and indicated the program met their expectations and they wanted to be involved in other project activities. They indicated the program helped them to learn how English, mathematics, computer science, and aviation studies were used in the aviation industry. Most students felt the program curriculum was diversified, challenging, and educational. They were very positive about the effectiveness of the field trip experiences. (Appendixes include the following: a composite project evaluation questionnaire; typical course outlines; press release and newspaper article; sample student letter and application; and typical Saturday and summer program agendas.) (YLB)

ED 413 505   CE 075 219

Bevan, Stephen; Barber, Linda; Robinson, Dilys
Keeping the Best: A Practical Guide to Retaining Key Employees.
PUB DATE- 97
NOTE- 74p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Check Lists; *Employer Employee Relationship; *Employment Practices; Foreign Countries; Job Training; *Labor Force Development; *Labor Turnover; *Motivation Techniques; Orientation; *Personnel Management; Questionnaires
IDENTIFIERS- *United Kingdom

This book, which is intended to assist human resource professionals and line managers in the United Kingdom, is a practical guide to retaining key employees. Discussed in the introduction are the relationship between downsizing and retention, problems that retention difficulties pose for human resource management, and the effects of retention problems on labor market buoyancy. The next four chapters are devoted to the following topics: understanding why retention is a concern (external influences, consequences of turnover); determining whether retention is a problem (measuring labor turnover, making external comparisons, identifying key people and key posts, calculating the costs of labor turnover); understanding why people leave (voluntary resignations, isolation of reasons for leaving, reasons often given for leaving); and determining what can be done (recruitment and selection, induction and training, job design/content, job satisfaction, career progression, development opportunities, supervision and management, pay and benefits, retention bonuses, different deals, examples of action taken by employees). The final chapter is a case study of how one information technology company worked to improve its retention of key employees. Appended are the following: checklist for determining the costs of labor turnover, form for analyzing retention risk, and exit interview questionnaire. Contains 16 references and useful addresses. (MN) following: increasing efficiency at community colleges, adding community college students, increasing funding for job training programs, establishing a one-stop career center system, and developing new strategies for literacy education. (KC)

ED 413 523 CE 075 259

Workforce Training Program Evaluations.
PUB DATE- 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); Career Education; Competency Based Education; Economic Development; *Education Work Relationship; Educational Change; Educational Improvement; Educational Planning; Institutional Cooperation; *Job Training; Labor Force Development; *Participant Characteristics; Postsecondary Education; *Program Effectiveness; Program Improvement; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *Washington

Three evaluations analyzed program characteristics and participant results in work force education and coordination in Washington State. The Employment Security Department's evaluation of Job Training Partnership Act Titles II and III looked for an association between participant characteristics and the type of training they receive and between type of training and subsequent employment and earnings. The evaluation found that participants with weak academic skills tend to receive remedial education, whereas classroom occupational skills training is associated with higher wages. The Office of the Superintendent of Public Instruction found that, during their first year out of high school, students who had completed secondary vocational-technical programs are more likely to work and more likely to attend a community or technical college than are other students, and they are less likely to take remedial courses in college. The State Board for Community and Technical Colleges and the Advisory Council on Adult Education reported a joint evaluation on workers upgrading their basic or occupational skills at a community or technical college. The key findings are that some 24,000 workers take colleges courses to upgrade their job skills each year and about 2,500 take basic skills courses. The three evaluations are expected to contribute toward building a system of accountability in the state job training initiative. (KC)

ED 413 524 CE 075 260

Evaluation of Private Career Schools.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employer Attitudes; Job Skills; Job Training; *Outcomes of Education; *Participant Characteristics; *Participant Satisfaction; Postsecondary Education; Program Evaluation; *Proprietary Schools; Small Colleges; *Vocational Education
IDENTIFIERS- *Washington

An evaluation was conducted of private career schools as part of Washington State's accountability system for workforce curriculum options (understanding the impact of change, identifying potential barriers to change, making change happen, identifying and examining options); contextual options (individual courses, clusters and majors, career academies, magnet schools, strengths and limitations of contextual options); organizational options (traditional arrangements, tech prep, integration, school-to-work transition); delivery options (school-based enterprises, linkages and partnerships, job shadowing, mentoring, youth apprenticeships, portfolios, senior projects); content options (documenting needs and identifying, selecting, organizing, integrating, and updating content); strategies for linking curriculum with instruction (school- and work-based teaching and learning strategies and strategies connecting school and workplace); and steps in assessing and refining the curriculum (gathering, examining, and using assessment information for curriculum improvement). A total of 22 figures and 103 references are spread throughout the document. Appended are the following: sample themes; examples of content organized around themes; sample career clusters/pathways/majors; examples of theme-wide functions, issues, concerns, and technological knowledge and skills; and an annotated bibliography of 29 related materials, reports, and resources. (MN)

ED 413 542 CE 075 303

Urquiola, Miguel; Stern, David; Horn, Ilana; Dornsife, Carolyn; Chi, Bernadette; Williams, Lea; Merritt, Donna; Hughes, Katherine; Bailey, Thomas
School to Work, College and Career: A Review of Policy, Practice, and Results 1993-1997.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; *Articulation (Education); Community Colleges; Coordination; *Education Work Relationship; *Educational Policy; *Educational Practices; High Schools; Integrated Curriculum; Literature Reviews; Out of School Youth; Outcomes of Education; Program Effectiveness; *Program Implementation; Questionnaires; School Business Relationship; Secondary Education; Synthesis; Tables (Data); Two Year Colleges; *Vocational Education; Work Experience Programs
IDENTIFIERS- School to Work Opportunities Act 1994

This report, which is directed toward policymakers, educators, employers, researchers, and others interested in the school-to-work (STW) movement, synthesizes literature on the development and effectiveness of STW programs since 1993. Part I provides an overview of the STW movement and examines the effectiveness of STW efforts in terms of available information on early labor market instability and subsequent outcomes. Federal and state policies in the years 1990-1995 and recent network-building efforts are reviewed in part 2. The following implementation issues are considered in part 3: integration of vocational and academic curricula in high schools and in community colleges; considerations in and strategies for linking secondary and postsecondary education; work-based learning; employer participation; and out-of-school youth. Part 4 summarizes recent evaluations and research studies that have measured STW program results in terms of performance at school or success in the labor market. Discussed in part 5 are continuing and

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Developmental Continuity; *Guidance Programs; Middle Schools; Program Descriptions; *Pupil Personnel Services; School Counseling; *School Psychologists; Secondary Education; *Student Adjustment; Student Attitudes
IDENTIFIERS- Comprehensive Guidance; *Freshman Orientation; Middle School Students

Adolescence is a tumultuous stage in human development. As teenagers enter high school, they face the emotional changes that come with the challenges and pressures of approaching adulthood. This paper presents an overview of comprehensive counseling programs that provide support for students entering high school. The paper opens with a review of adolescent development, discussing some of the research that has been carried out on self-esteem, independence, and peer relations. School programs which address developmental needs are also described, and it is suggested that counselors who work only with freshmen can help teens explore and develop their own self-awareness and self-acceptance. Likewise, student participation in small group counseling sessions that address problem-solving, decision-making, and gaining a sense of self-worth will lead to identifying personal goals. Programs, such as the Freshman Academy in Chicago, are working examples of such initiatives where freshmen are provided with a nurturing environment. It is recommended that such programs should include large group guidance sessions to share school policies and programs. It is also recommended that counselors should also provide small group and individual sessions to give students the opportunity to discuss their needs. (Contains 27 references.) (RJM)

ED 413 563 CG 028 164

Davis, Alan; Leggate, Chuck
Negotiation: A Critical Competency for Rehabilitation Counselors.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Montana Association of Rehabilitation (October 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Counseling; *Cooperation; Counseling Techniques; *Counselor Client Relationship; *Counselor Role; Goal Orientation; Objectives; *Rehabilitation Counseling; *Rehabilitation Programs; Vocational Interests
IDENTIFIERS- Client Attitudes; Negotiability; *Win Win Bargaining

To assist consumers in achieving realistic and attainable rehabilitation goals, counselors must be skilled in using a negotiation approach directed at identifying win-win outcomes. Ways in which to achieve these mutually satisfactory rehabilitation plans are described in this paper. It is emphasized that successful rehabilitation outcomes depend on counselors helping consumers elaborate personal goals within the context of the negotiation standard of social exchange, an exchange standard which predominates in labor markets. Negotiation is presented as a goal-seeking strategy based on an attitude of respect in which the primary goal is to find an outcome where all participants benefit. Successful negotiation that teachers cannot afford a dogmatic adherence to one or another approach to teaching reading. (CR)

ED 413 583 CS 012 972

Raven, Jennifer N.
Phonics and Whole Language: Friends or Foes?
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Cognitive Style; Instructional Effectiveness; Language Skills; *Phonics; Primary Education; *Reading Instruction; *Whole Language Approach
IDENTIFIERS- Carbo (Marie); *Educational Issues

Most educators agree that an approach balanced between phonics and whole language is the best method of teaching beginning readers. Marie Carbo (1996) discusses the importance of focusing on a balanced approach to reading, because different students have different learning styles. Children who learn best with phonics instruction have analytic and auditory reading styles. Students who benefit most from the whole language program have visual, tactile, and global reading styles. Regie Routman, a strong advocate of the whole language approach, (1997) discusses the misinterpretation of teaching reading with the whole language approach. Whole language promotes phonics instruction in the context of real and predictable literature. A literature based reading program does not necessarily exclude phonics skills. It is generally accepted that phonics play a valuable part in any reading program. But even proponents of phonics agree that rote memorization and skills worksheets are boring to students, and, therefore, detrimental if given too much emphasis. Both approaches should be incorporated into reading instruction. The three stages of reading acquisition are (1) a selective cue stage, (2) a spelling-sound stage; and (3) an automatic stage. It is when students reach the spelling-sound stage that phonics instruction is crucial. Phonics skills, however, should be incorporated within a whole language program, which includes rich and exciting literature, so that students will develop a true love of the written word. (Contains seven references.) (CR)

ED 413 584 CS 012 973

Driscoll, Lydia Abell
The "Writing To Read" Program in the Memphis City Schools, Spring 1997.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Administrator Attitudes; Computer Assisted Instruction; *Instructional Effectiveness; Primary Education; *Principals; School Surveys; *Teacher Attitudes
IDENTIFIERS- *Memphis City Schools TN; *Writing to Read

A study investigated the current status, what principals and teachers think, and the impact on student achievement of the Writing To Read Program (a computer-assisted literacy program designed to teach young children to read through their own writing) in the Memphis, Tennessee, City Schools. Surveys were discipline. (CR)

ED 413 605 CS 216 075

Andrews, Sharon Vincz; Ali, Cynthia D.
Teach Your Children Values: 95 Things Parents Can Do!
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 133p.; Published with EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Children; Childrens Literature; Elementary Secondary Education; *Ethical Instruction; *Individual Development; Learning Activities; *Moral Development; *Moral Values; Parent Child Relationship; *Parents as Teachers; Social Values
IDENTIFIERS- Trade Books

This book offers ideas to help parents teach positive values to their children. The book suggests ways to teach children to have the courage to tell the truth; to understand the value of hard work and persistence; and to make positive contributions to their community, their country, and their world. It includes four sections on helping children grow into successful individuals, family members, students, and citizens. The book contains 95 activities and lists of carefully selected popular, award-winning children's books which offer positive learning experiences so that children can cultivate important character traits and values, such as honesty, persistence, appreciating the value of hard work, and avoiding stereotypes. (CR)

ED 413 606 CS 216 076

Cotton, Eileen Giuffre
The Online Classroom: Teaching with the Internet. Third Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 259p.; Published with EDINFO Press. For the second edition, see ED 400 577.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Class Activities; Educational Games; Electronic Mail; Elementary Secondary Education; *Information Seeking; Instructional Innovation; *Internet; *Language Arts; Lesson Plans; Teaching Methods
IDENTIFIERS- *Technology Mediated Interactive Learning

Presenting a wide array of Internet addresses and sample lessons, this book shows how teachers can integrate the Internet into their K-12 curriculum to actively involve students. The first section of the book (chapters 1-6) deals with the programs needed to use the Internet, as well as 100 great web sites for teachers, how to manage the Internet classroom, and how to search the Internet effectively and easily. The second section (chapters 7-16) contains lessons with clearly stated goals, accountability, downsizing, and budgetary cutbacks. (Contains 5 tables of data and 39 references.) (Author/NKA)

ED 413 626 CS 509 641

Bracken, David W.; Dalton, Maxine A.; Jako, Robert A.; McCauley, Cynthia D.; Pollman, Victoria A.
Should 360-Degree Feedback Be Used Only for Developmental Purposes?
PUB DATE- 97
NOTE- 50p.; For a related annotated bibliography, see CS 509 642. Preface by George P. Hollenbeck. Papers based on presentations at the Annual Meeting of the Society for Industrial and Organizational Psychology (San Diego,CA, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Feedback; *Job Performance; *Organizational Communication; *Personnel Evaluation; Promotion (Occupational)
IDENTIFIERS- Professional Concerns; *360 Degree Feedback

This booklet presents five papers that address the issue of whether 360-degree feedback (in which a manager or executive receives feedback on how bosses, peers, and direct reports see him or her) should be used only for development, or whether 360-degree feedback (also known as multi-rater feedback) should be used for administrative purposes such as deciding who gets raises and promotions. After a preface by George P. Hollenbeck, papers in the booklet are: "When the Purpose of Using Multi-Rater Feedback Is Behavior Change" (Maxine A. Dalton); "Some Faulty Assumptions That Support Using Multi-Rater Feedback for Performance Appraisal" (Victoria A. Pollman); "Maximizing the Uses of Multi-Rater Feedback" (David W. Bracken); "Fitting Multi-Rater Feedback into Organizational Strategy" (Robert A. Jako); and "On Choosing Sides: Seeing the Good in Both" (Cynthia D. McCauley). (RS)

ED 413 627 CS 509 642

Fleenor, John W.; Prince, Jeffrey Michael
Using 360-Degree Feedback in Organizations: An Annotated Bibliography.
PUB DATE- 97
NOTE- 88p.; For a related document, see CS 509 641.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Feedback; *Job Performance; *Organizational Communication; *Personnel Evaluation; Promotion (Occupational); Research Needs
IDENTIFIERS- Professional Concerns; *360 Degree Feedback

Noting that the use of multi-rater assessment tools (also called 360-degree feedback) in organizations has increased dramatically in recent years, this booklet provides an introduction to this growing practical literature. In addition to annotations of 56 books and journal articles published between 1990 and 1997, the booklet answers frequently asked questions about 360-degree feedback: how and when 360-degree feedback developed; the benefits of 360-degree feedback; how it should be used; how to integrate into organizational development systems; and the future trends and research needs for 360-degree feedback. Appendixes contain the selection criteria and 52 related sources that did not meet the criteria

ED 413 646   EA 028 731

Colker, Laura J., Ed.
Beyond Reading, Writing, and Arithmetic: A Retrospective Look at How Schools Have Responded to Changing Societal Needs. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 416p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alcohol Education; Bilingual Education; *Child Welfare; Early Parenthood; Economically Disadvantaged; Elementary Secondary Education; Federal Government; Federal Programs; *Limited English Speaking; *Poverty; *Pregnant Students; *Special Needs Students; *Substance Abuse
IDENTIFIERS- *ERIC

Founded by the federal government in 1966 as an educational research documentation network, the Educational Resources Information Center (ERIC) has evolved in both scope and philosophy over the past years. This publication is a tribute to the ERIC program as it enters its fourth decade. The contents, which were chosen to chronicle the progress of educational development, focus on how the public schools, as agents of change, have adapted over time to selected societal trends. The volume presents documents dealing with four social trends that have occupied much of professional literature during the past 30 years: the increase in children and families living in poverty; the influx of children and families whose home language is not English; the "epidemic" rise in teen pregnancy and parenthood; and the widespread use of tobacco, alcohol, and other drugs by children at younger ages. The volume is divided into five sections. Each of the first four sections deals with one of the four societal trends. Each section contains an overview of the ways in which schools have responded over time to the trend in question, and highlights key elements that distinguish responses and approaches. At the heart of each section are the ERIC documents, which offer first-hand insight into how the schools have reacted, and which reflect the societal and educational mores of the times. The fifth section is a summary of the major themes. A list of additional ERIC readings pertaining to the subject areas is included. (LMI)

ED 413 647   EA 028 734

Spielmann, Guy; Radnofsky, Mary L.
Power Structures, Change, and the Illusion of Democracy: A Semiotic Study of Leadership and Policy-Making.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Leadership; *Policy Formation; Power Structure; Professional Autonomy; Professional

Decker, Robert H.
When a Crisis Hits, Will Your School Be Ready?
PUB DATE- 97
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accidents; Conflict Resolution; *Cooperative Planning; Elementary Secondary Education; *Emergency Programs; Hazardous Materials; Juvenile Gangs; Natural Disasters; Parent Participation; Prevention; *School Policy; *School Safety; *Strategic Planning; Suicide; Violence
IDENTIFIERS- *Crisis Management

This guidebook describes the components involved in proactively developing a comprehensive crisis-management plan. Chapter 1 explains the philosophical underpinnings of a crisis-management plan and discusses the importance of vision and staff development. Chapter 2 answers the questions: Why do we need a crisis-management plan? Who needs to be involved on a crisis team? and What are the components of a crisis plan? The third chapter focuses on the function and role of the crisis team, and the fourth chapter offers strategies for the development team in developing, implementing, and promoting the plan. Appropriate guidelines for handling the special needs of individuals who are coping with grief are offered in chapter 5. The sixth chapter identifies areas in which personnel training needs to occur and why. Positive and proactive ways to include parents and the community in prevention efforts are described in the seventh chapter. Chapter 8 explains how conflict management can be incorporated into a school setting and identifies the skills needed by a conflict mediator. Chapter 9 offers clues for recognizing gang activity and dealing with it proactively. The appendix presents 36 examples of crisis situations and anticipated responses. (Contains 10 references.) (LMI)

ED 413 666 EA 028 771

Wildman, Louis, Ed.
School Administration: The New Knowledge Base. The Fifth Yearbook of the National Council of Professors of Educational Administration.
PUB DATE- 97
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Evaluation; Curriculum Development; *Educational Administration; Educational Finance; *Educational Philosophy; Educational Research; *Educational Theories; Elementary Secondary Education; *Foundations of Education; Higher Education; Information Retrieval; Leadership; Learning Theories; Participative Decision Making; Public Relations; Student Needs; Student Rights; Systems Analysis; Teacher Certification; Teaching (Occupation)
IDENTIFIERS- *Knowledge Base for Administration

This "Yearbook" is a compilation of 34 articles that represent "state-of-the-art" thought in educational administration as of 1997. The yearbook is organized in accordance with a knowledge-base outline that was developed through repeated surveys of professors of educational administration and practicing

learning methods, and relevant technology; and to increase the use of such information by teachers, school administrators, parents, pediatricians, and others. The largest pamphlet offers definitions, basic facts about learning disabilities, data on public attitudes and awareness of learning disabilities, and recommendations from a two-day 1994 summit on learning disabilities policy. Three brochures are directed at specific populations: parents, teachers, and doctors. The remaining five brochures provide information on: (1) warning signs (to improve early diagnosis and timely intervention); (2) learning disabilities research highlights (mainly from research centers sponsored by the National Institute of Child Health and Human Development); (3) legal rights (under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990); (4) advocating for a child with leaning disabilities; and (5) resources (a list of 11 national organizations). (DB)

ED 413 685   EC 305 942

A Demographic Study of Speech-Language Pathologists and Audiologists in Canada and Canadian Students in Speech Language Pathology and Audiology Programs.
PUB DATE- 90
NOTE- 272p.; Prepared by the CASLPA Standing Committee on Demographics. CASLPA National Office, 25 Main Street West, Suite 1215 Hamilton, Ontario, Canada L8P 1H1; telephone: (416) 523-5790; fax: (416) 523-5792.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); Allied Health Occupations Education; Allied Health Personnel; *Audiology; *Communication Disorders; *Demography; Foreign Countries; Government Role; Higher Education; *Language Impairments; National Surveys; Needs Assessment; Professional Personnel; Program Descriptions; Questionnaires; *Speech Impairments; *Speech Language Pathology; Student Characteristics; Tables (Data); Therapists
IDENTIFIERS- *Canada

This report presents findings of a demographic study of speech-language pathologists (SLPs) and audiologists (AUDs) in Canada and of students studying in these fields. Two surveys were developed which examined: the numbers, types, and distribution of SLPs and AUDs; their characteristics; the types of services they provide; and differences between responses of practicing professionals and students. Responses were received from 2,126 professionals and 973 students. Among 10 recommendations of the study were: (1) that a national needs study of speech-language pathology and audiology services in Canada be conducted to determine future personnel needs; (2) that provincial governments ensure that all individuals with communication impairments have access to professional services; and (3) that ways of expanding existing speech-language pathology and audiology programs and creating new programs be considered. Thirty-two tables summarize the data in terms of: practitioner and student profiles (age, gender, language competencies, educational attainment); professional association affiliations; locations and work settings; work history and responsibilities (full-time/part-time status, distribution by location, and years of work experience); and post graduation plans (of students). Among 10 appendices are addresses of provincial professional associations and university departments, the two respect to funding and distribution formulas, the data did not support a particular formula or approach as a means to assure that children with disabilities are provided both a free and appropriate public education and services in the least restrictive environment. The five policy briefs and six state close-up profiles are attached. (Each policy brief includes references.) (CR)

ED 413 705 EC 305 979

Anderson, Maria; Edmunds, Polly; Anderson, Carolyn
Families Are Important: An Early Childhood Guidebook for Families of Young Children with Disabilities.
PUB DATE- 97
NOTE- 45p.; Illustrations by J. Campbell.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agency Cooperation; Conflict Resolution; Cooperative Planning; *Disabilities; Due Process; Early Childhood Education; *Early Intervention; *Educational Legislation; *Individualized Family Service Plans; *Parent Education; *Parent Participation; Transitional Programs; Young Children
IDENTIFIERS- Individuals with Disabilities Education Act; *Minnesota

Though developed specifically for Minnesota parents, parents in other states will also receive helpful information from this booklet on early intervention programs for children with disabilities. Topics covered include: (1) qualifications for admission to early intervention services; (2) legal rights of children with disabilities; (3) the individual family service plan (IFSP); (4) types of services available; (5) making a referral; (6) assessment of disabilities; (7) the IFSP team; (8) transition planning; (9) procedural safeguards; (8) resolving differences with service coordinators and school personnel; (9) due process; (10) appeals; and (11) interagency collaboration. The book also contains lists of printed resources, acronyms parents may need to know, and relevant terms. A list of suggested reading for parents and the actual Minnesota legislative language governing early childhood education for children with disabilities is included. A list of all the federally funded parent training and information centers is included in the appendix. (CR)

ED 413 706 EC 305 980

Carlson, Brenda; Samels, Karen
Kids Included through Technology Are Enriched: A Guidebook for Teachers of Young Children.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Appropriate Technology; *Assistive Devices (for Disabled); *Augmentative and Alternative Communication;

Edition.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Child Abuse; *Community Programs; Criminal Law; Cultural Differences; *Deinstitutionalization (of Disabled); *Developmental Disabilities; Elementary Secondary Education; Employment; Family (Sociological Unit); Financial Support; Group Homes; Independent Living; Interpersonal Relationship; Leisure Time; Medical Services; Parents with Disabilities; Program Development; *Public Policy; Quality Control; Self Determination; Sexuality; *Social Integration; *Transitional Programs; Trend Analysis
IDENTIFIERS- Facilitated Communication

This document is a compilation of 166 abstracts of journal articles relevant to community integration for people with developmental disabilities. Articles were published from 1988 through 1997 and were selected for inclusion based on their relevance to policy and practice with research articles included if they had a strong applied emphasis. Abstracts are grouped under the following topics: abuse, communication--social relationships, community and supported living, criminal justice, education--inclusion, education--policies, employment, facilitated communication, families, funding, health care, institutional closure, leisure, multicultural issues, national trends, parents with disabilities, philosophy/ideology, policy, quality assurance, reproductive issues, self-determination, sexuality, social relationships, and transition to adulthood. (DB)

ED 413 724   EC 305 998

Hall, Mair; Harris, Perri
Know Your Rights! Working and the Americans with Disabilities Act (ADA).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Liberties; *Civil Rights Legislation; *Court Litigation; *Disabilities; *Disability Discrimination; *Employment; *Equal Opportunities (Jobs); Federal Legislation; Self Advocacy
IDENTIFIERS- *Americans with Disabilities Act 1990

This pamphlet for people with disabilities provides basic information on the provisions of the Americans with Disabilities Act (ADA) that concern protection from discrimination in employment. Using simple language, the pamphlet provides the following information: what the ADA is, who the ADA is for, who the ADA is not for, how the ADA can help the individual with a disability, definitions of terms, what is meant by "working conditions," who a "qualified worker" is, what is meant by "essential functions," what is meant by "reasonable accommodation," what is meant by "undue hardship," the individual's rights when applying for a job, the individual's rights after being hired but before starting their producers is noted, and the kinds of resources produced (data and tools) are outlined. Data types include: terminological information proper (information on field-specific concepts and their representation by linguistic and non-linguistic means); bibliographic data on publications in the field of terminology; and factual data on institutions, experts, programs, and other activities in the field. The differing processing systems required for each data type, and the forms of data presentation, are then described. Terminological tools include a variety of terminology application software: terminology management systems, databases, and data banks. Services related to the study of terminology include: consultancy and training in application of standards, tools, and project management; outsourcing for coping with limited terminological needs such as research on demand and creation and maintenance of software; and information services. It is suggested that Europe needs a public or semi-public infrastructure to promote, organize, and coordinate terminological activities by field experts and to organize networking. (MSE)

ED 413 743   FL 024 764

Gellerstam, Martin
Lexical Resources and Their Application.
PUB DATE- 95
NOTE- 9p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computational Linguistics; Computer Software; Descriptive Linguistics; *Dictionaries; Foreign Countries; Grammar; Information Sources; Information Utilization; *Language Research; *Languages; *Lexicography; Linguistic Theory; Pragmatics
IDENTIFIERS- Trans European Language Resources Infrastructure

This paper discusses computer-based resources for lexical data and their uses. First, the kinds of lexical data available are described, including those related to form (spelling, pronunciation, inflection, word class), meaning (definition/equivalent, synonyms/antonyms/hyperonyms, thesaurus classification), context (grammatical collocations, lexical collocations, idioms, valency), and pragmatics (distribution, frequency). Different forms in which lexical data are collected are examined, including: word frequency lists; printed dictionaries in machine-readable form, with and without linguistic codes and classification; machine lexicons; lexical databases; and computational linguistics lexicons. The paper then notes the resources available or in production through the Trans-European Language Resources Infrastructure. Finally, areas in which lexical resources can be used are sketched, including lexical research itself, field-specific research, lexicography, creation of writing aids (spell and style checkers), computer aided translation, language instruction, and information retrieval and artificial intelligence. (MSE)

ED 413 744   FL 024 765

Ide, Nancy

(055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingualism; Comparative Analysis; Ethnography; Foreign Countries; Language Dominance; Language Proficiency; Language Research; *Language Role; Language Skills; *Language Tests; *Measurement Techniques; Psychometrics; Qualitative Research; Research Methodology; *Testing

An examination of measures currently used to assess degree of bilingualism in individuals looks at the problems inherent in them, ideal measures, and how to use available measures. It is suggested that definition of bilinguality is a central cause for measurement problems, since a bilingual is assumed to be the sum of two monolinguals, without regard to the specific competence of a bilingual; reconceptualization of bilinguality is recommended. Analysis then looks at two types of measurement, formal and informal. Formal measurement is divided into traditional (focusing on grammar, pronunciation, and vocabulary) and behavioral (language balance and dominance) measures. Problems with traditional measures include lack of measures for native speakers, loss of test validity through translation into another language, examiner unfamiliarity with the language or culture, and minimal measurement of communicative competence. Behavioral measures, which assume that language tasks would elicit similar performance in both languages, have questionable validity. Informal measurements include language background questionnaires and ethnographic data collection. Both are found to have methodological limitations, principally lack of precision and possible researcher bias. It is recommended that researchers use a combination of currently available measures, depending on the kind of information needed. Contains 17 references. (MSE)

ED 413 764 FL 024 836

Taura, Hideyuki
A Test on a Bilingual Dual Coding Hypothesis in Japanese-English Bilinguals.
PUB DATE- 96
NOTE- 79p.; Master's Thesis, Macquarie University, Sydney, Australia.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Bilingualism; Contrastive Linguistics; English; Foreign Countries; High School Students; High Schools; *Japanese; Language Research; *Language Role; Linguistic Theory; Recall (Psychology); Second Language Learning; *Second Languages; Sex Differences; Time Factors (Learning); Translation
IDENTIFIERS- *Dual Coding Theory; Japanese People

A study investigated the effects of second language (L2) acquisition age, length of L2 exposure, and gender on bilingual coding, and examined whether the bilingual dual coding effect in incidental recalls would be the same as in Indo-European languages. The bilingual dual coding hypothesis proposes that the individual's image system and the two verbal systems corresponding to the two languages in question are functionally independent but partly interconnected. Subjects were 47 female and 17 male balanced Japanese-English bilingual high school students at an Osaka (Japan) school for children returning from periods abroad. They were presented with pictures to be labeled in English, Japanese words to be translated into English, and English words to be copied. Later, without warning, they were tested to recall the generated English words. Results support

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingualism; *Code Switching (Language); Definitions; Foreign Countries; *Interference (Language); Interlanguage; Language Research; *Linguistic Borrowing; Linguistic Theory; Second Language Learning; *Transfer of Training
IDENTIFIERS- Japanese People; *Language Contact

A study of second language acquisition in two Japanese children, and corresponding examination of research literature, led to this effort to clarify terminology related to cross-linguistic influence in language contact situations. Terms include: bilingualism, code-switching, language mixing, language transfer, and borrowing. Two forms of transfer are distinguished: borrowing (the influence of a second language on a previously acquired language) and substratum (the influence of a native language or some other previously learned language on acquisition of another language). Borrowing refers to lexical borrowing, usually confined to single-item terms but sometimes extended to phrase- and sentence-level constructions. Code-switching is the alternation of languages within a single discourse, sentence, or constituent, and is rule-governed and characterized by social functions. Several theorists distinguish between kinds of code-switching: situational vs. conversational; emblematic vs. intimate; and matrix language vs. embedded language. Three distinct models of bilingualism are identified: (1) one positing two monolingual grammars and a separate grammar of code-switching; (2) two monolingual grammars combined in code-switching; and (3) two monolingual grammars used by a processor with a separated code-switching mechanism. Contains 39 references. (MSE)

ED 413 785 FL 024 916

Nakamura, Tomoko
Learning about Foreign Cultures in English.
PUB DATE- 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (22nd, Japan, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Cultural Awareness; *Cultural Education; *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; International Studies; Language Skills; *Learning Strategies; Second Language Instruction
IDENTIFIERS- Japan; Trident College (Japan)

A college-level course in international understanding developed in Japan is described. The course was designed in response to a study of Japanese students' learning strategies, and focused on learning about various national cultures and lifestyles through encounters with guest speakers from a variety of countries. Because it was anticipated that students would be unfamiliar with conversational English due to traditional teaching methods, and might have difficulty coping with content-based discussion on international understanding, the course design included group study and presentations about each country before the guest's talk. The report describes the initial survey of students' preferred learning strategies, the

Workload; *Graduate School Faculty; Graduate Students; Higher Education; Intellectual Freedom; Intellectual Property; Mentors; *Research Universities; *Teacher Responsibility; Teacher Student Relationship; Values

This book by a former university president examines the state of the research university faculty, focusing on teaching and how success at teaching can be evaluated; ethical problems in reviewing the work of others, research and how it is supported; outside commitments; and research misconduct. Chapters include: "Academic Freedom, Academic Duty," and their counterparts, faculty responsibility and accountability; "Preparing," which examines the personal experiences that shape how faculty fulfill their academic duty; "To Teach," which examines faculty's ability to meet the challenge of helping students develop as individuals; "To Mentor," which looks at the complex interaction between advanced student and faculty mentor; "To Serve the University," which examines faculty roles in governance and institutional policy making; "To Discover," which examines the balance between scholarly research and productivity and teaching function; "To Publish," which examines scientific publishing and the problems of multiple authorship, disputes over credit, and plagiarism; "To Tell the Truth," which discusses the issue of trust as it relates to the relationship between the university and its public; "To Reach Beyond the Walls," which examines technology issues, outside consulting, and ownership of intellectual property; and "To Change," which sums up the process of redesigning the university and reclaiming its mission.(BF)

ED 413 806 HE 030 709

Direct Loan Evaluation. A Survey of Direct Loan Program and Federal Family Education Loan Program Borrowers: Academic Year 1994-95. Volume One, Summary Report and Volume Two, Technical Appendices.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 377p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Comparative Analysis; Data Collection; Educational Finance; Federal Aid; *Federal Programs; Financial Aid Applicants; Higher Education; Income Contingent Loans; Parent Financial Contribution; *Paying for College; Private Colleges; Proprietary Schools; Public Colleges; Student Characteristics; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program; Higher Education Act Title IV

Volume 1 of this document reports the results of a telephone survey of approximately 3,600 student and parent borrowers who originated loans during the 1994-95 academic year using two Title IV Federal student loan programs, the Direct Loan and the Federal Family Education Loan (FFEL) programs. The objective of the survey was to provide baseline comparisons of borrower satisfaction and experiences with each program. Survey results were analyzed separately for four respondent groups: Direct Loan student borrowers, FFEL student borrowers, Direct Loan parent borrowers, and FFEL parent borrowers. Differences in borrowers' experiences were examined over time and by several key borrower and institutional characteristics, including: age institution or department could use to periodically assess its evolving educational strategies, in particular strategies supported by use of computing, video, and telecommunications. This planning grant supported the project's first phase: discussion among five potential "testbed" institutions, the potential contractor, and the Annenberg/Corporation for Public Broadcasting (CPB)Project. Discussion was initiated via e-mail and a Delphi survey, and concluded with a two-day meeting. The group concluded that Flashlight should develop five families of procedures. The first three would help institutions monitor their ability to meet the following challenges: (1) improving learning outcomes for people completing courses of study; (2) extending enrollment and retention; and (3) controlling the spiraling costs of education. The group also proposed that Flashlight develop evaluative procedures to monitor changes in teaching-learning strategies that are especially well supported by uses of computing, video, and telecommunications, and to monitor changes in faculty roles and attitudes. The project was ultimately fully approved by the Annenberg/CPB Project. Information is provided on the project's purpose, background, description, and conclusions. Appendices include the Delphi instrument used. (Contains 26 references.)(DB)

ED 413 824   HE 030 727

Hyman, Colette A.
Citizenship Education in Women's Studies.
SPONS. AGENCY- Fund for the Improvement of Postsecondary
  Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- *Citizenship Education; *Curriculum Development;
  *Faculty Development; Field Experience Programs; Higher
  Education; Outreach Programs; Program Evaluation; School
  Community Relationship; Social Sciences; Statistical Surveys;
  Student Attitudes; *Womens Studies; Workshops
IDENTIFIERS- *Winona State University MN

This final report describes accomplishments and activities of a project at Winona State University (Minnesota) to integrate the concepts and skills of active citizenship and community action into the Women's Studies curriculum. The project supported faculty development seminars, course development, and community outreach activities. Faculty development included three day-long seminars and a week-long course development workshop. Curriculum development focused on the incorporation of a field experience requirement into the Women's Studies minor. Community outreach involved development of working relationships with local nonprofit organizations and community agencies as potential field experience sites. Project evaluation involved a statistical survey of Women's Studies students and other Winona State University students and a qualitative review. The survey found Women's Studies students were more confident than other students in their skills and belief that they could make a difference on an issue by attending a meeting. The qualitative report conducted by an outside evaluator used focus groups and concluded that the project made a significant impact on Women's Studies faculty and students. Individual sections of this report provide information on the project's purpose, background and origins, overall design, evaluation/results, and conclusions. The final

This set of proceedings documents includes 407 papers representative of the 1,825 papers and posters presented at a conference on undergraduate research. Volume I contains papers on the arts and humanities. Examples of topics include collaborative art, music composition using computer technology, interpreting Roman morality, gay marriage, and individual analyses of many artists and authors. Volume II contains papers on the social sciences. Sample topics are: anthropological and archaeological research, local cultures, early childhood development, dress and nonverbal communication, learning disabilities, depression in the elderly, and political trend analysis. Volume III is on mathematics and engineering and includes such topics as: groundwater nitrate removal, computational electromagnetic scattering, irrigation in developing countries, life-cycle cost analysis, methods of software specifications, and Godel's incompleteness theorem. Biology is the subject of Volume IV and papers cover such topics as: postanesthesia nausea, the human condition in antiquity, habitat selection by American kestrels, and antifungal resistance in opportunistic fungi. Volume V contains papers on the physical sciences. Examples of topics are: electromagnetic field profiles of biomaterials, a method for investigating field disturbances, magnetic resonance imaging techniques, and urban forests and wildlife. (Individual papers contain references.) (DB)

ED 413 843 HE 030 755

Jackson, William K.; Simpson, Ronald D.
The Senior Teaching Fellows Program
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *Faculty Development; *Fellowships; Grants; Higher Education; *Instructional Improvement; Professors; Tenured Faculty; Undergraduate Study
IDENTIFIERS- *University of Georgia

This final report describes activities and accomplishments of the Senior Teaching Fellows Program, in which senior professors at the University of Georgia worked to improve instruction in lower division courses. A total of 24 senior faculty members participated in the program (eight in each of three years). The participating professors were involved in both group and individual activities related to improving instruction. Twice a month the Fellows met for discussion of an instructional topic. Each Fellow also undertook an individual instructional improvement project focused on the improvement of a specific undergraduate course or course sequence. As a result of the project the Senior Teaching Fellows have emerged as an influential group providing instructional leadership, and the program is being continued with institutional funding. Individual sections of the report provide a project overview and describe the project's purpose, background and origins, specific activities (such as a yearly 2-day retreat and an academic affairs symposium), results (in terms of four broad goals), and conclusions. Appendices include the program brochure, introductory material of the symposium proceedings, and a list of published references to the project. (DB) faculty efforts in distance education and reward them according to department or college priorities. Distance education is not explicitly identified as an area of professional practice which serves as a measure of faculty productivity. Credit for distance education activity falls under the category of teaching where it counts toward the individual's overall teaching record or as a teaching innovation. Faculty work in distance education is acknowledged and credited at the department level and during annual performance reviews. Downsides to participating in distance education can range in severity from uncertainty about whether and how much credit will be accorded, to placing one's career in jeopardy for engaging in distance education to the detriment of discipline-based research and scholarly publication. (SWC)

ED 413 862 IR 018 611

Oliver, Brad E.; Malm, Loren D.; Malone, Bobby G.; Nay, Fred W.; Saunders, Nancy G.; Thompson, Jay C., Jr.
Enhancing Elementary Curricula through Internet Technology.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; Cooperation; Curriculum Development; *Curriculum Enrichment; Electronic Mail; Electronic Publishing; Elementary Education; *Elementary School Curriculum; *Internet; Online Systems; Student Research; Students; *Technological Advancement
IDENTIFIERS- Newsgroups; *Technology Integration

Radical advancements in Internet technology over the last decade have created endless opportunities to expand the realm of the elementary classroom. The World Wide Web (WWW), e-mail, newsgroups, and Internet Relay Chat (IRC) are four of the most prominent utilizations of Internet technology. This paper demonstrates how one suburban mid-western elementary classroom has enhanced its curriculum and improved classroom interaction by maximizing Internet technology. In addition to reviewing the merits of this case study, the paper also: (1) presents the rationale for utilizing Internet technology with existing curricula; (2) examines the current debate on the issue of networking schools; (3) compares and contrasts the pros and cons of utilizing Internet technology in elementary classrooms; and (4) considers the coalescence of curriculum and technology. An overview regarding the current application of Internet technology in an elementary setting highlights its true benefits: students conducting research on a topic of their interest, communication and collaborative projects between students around the world, and the opportunity for students to publish original work. (Contains 16 references.) (Author/SWC)

ED 413 863 IR 018 612

Czerneda, Julie, Ed.
By Design: Technology Exploration and Integration. Revised Edition. Teachers Helping Teachers Series.
PUB DATE- 96
NOTE- 166p.; Previously published under title: "Another Way: Technological Education: The Transition Years."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

the curricula. Teachers look for quality programming, programs of appropriate structure and length, and advance information to allow them to preview and tape. Teachers overwhelmingly named PBS programs as very valuable and used them frequently because of their high quality and appropriateness. Students and teachers are becoming more media savvy, increasingly using camcorders and other video production equipment. The focus on computer acquisition and use has not replaced television in the classroom. An appendix summarizes the study design and methodology. (Author/SWC)

ED 413 880 IR 018 632

McLean, Daniel D.; Brayley, Russell E.; Rathbun, Gail
Assessing the Effectiveness of a Computer-Enhanced Classroom.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Computer Uses in Education; Course Evaluation; Discussion (Teaching Technique); *Educational Assessment; *Experiential Learning; Group Instruction; Higher Education; Individual Instruction; Microcomputers; *Multimedia Instruction; *Student Attitudes; Triangulation

This paper looks at the process of assessment of a computer-enhanced classroom experience during the implementation phase. It utilizes an assessment model based on Rathbun and Goodrum (1994) that suggests multi-methods of data collection. The use of triangulation to answer a research question fits into the proposed multi-method design. This paper reports how assessment was used to measure the effectiveness of the implementation of a multimedia application for use in support of a traditional classroom. The Living Textbook was developed to support a senior level management class in a Recreation and Park Administration program. The instructor identified four instructional goals of the multi-media program. Triangulation techniques included group observations, individual student observations, data based and open ended surveys, and debriefing of instructors. The results suggest that usability/accessibility were essential precursors to students developing receptivity to the multimedia program. When receptivity was achieved, students valued the program as a contributor to their base of knowledge about the real work world. The use of student workbooks, which allowed opportunities for learning by doing, and in-class discussions in small groups were strongly linked to valuing The Living Textbook. (Contains 10 references.) (Author/SWC)

ED 413 881 IR 018 633

Curchy, Christopher; Kyker, Keith
Educator's Survival Guide to TV Production Equipment and Setup.
PUB DATE- 98
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audio Equipment; *Electronic Equipment; Elementary

specific learner expectations, and teacher notes. Sections G-J provide background information and strategies for assessing student achievement and assessment tools; an overview of linkages and transitions of CTS modules with organizations; lists of learning resources; and background information, strategies, a template for developing student learning guides, and several sample student learning guides. (YLB)

ED 413 430 CE 075 014

National Service Programs: Status of AmeriCorps Reform Efforts.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Corporate Support; Federal Legislation; Federal Programs; *Grants; High Schools; Higher Education; *Private Financial Support; *Program Improvement; Public Service; *Service Learning
IDENTIFIERS- *AmeriCorps

A study determined the status of the Corporation for National and Community Service reform efforts to improve AmeriCorps. Work focused on the reform efforts related to reducing costs. The study relied on funding data from the Corporation's grant data system on grant awards and expected funding matches from non-Corporation sources. Analysis indicated the Corporation had made progress in taking some cost reduction reform steps but lacked data systems to track whether all these reforms had been made. Corporation grant funds per participant had decreased by about 6 percent. Matching funds had increased in total, but the Corporation was unable to document whether private contributions had increased. No federal agencies, at either the national or field-office level, were AmeriCorp grantees in program year 3. However, many subgrantee projects of former federal agency grantees, as allowed by law, continued to operate as AmeriCorp projects, having applied for and received Corporation funds either directly from the Corporation or through state commissions. In addition, the Education Awards Program was operational; 49 new projects had been funded for a total of 6,400 participants so far in program year 3. (A response from the Chief Executive Officer of the Corporation is appended.) (YLB) the White Dog Cafe; Gail Mayville of Ben & Jerry's Homemade; GE Plastics' "Share to Gain" Program; Merck & Co.; J. Irwin Miller; James W. Rouse; Frank Stanton; the Haas Family of Levi Strauss & Co.; and the Xerox Corporation. (KC)

ED 413 450 CE 075 049

Meeting Ohio's Need To Know about School-to-Work.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 97
NOTE- 54p.; Prepared for State University Education Deans School-to-Work Systems Integration Coalition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clearinghouses; *Education Work Relationship; *Educational Needs; Educational Trends; *Information Dissemination; Inservice Teacher Education; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- *Ohio

A needs assessment was conducted with six stakeholder groups in Ohio concerned with school-to-work (STW) transition (including educators on all levels, teacher educators, and administrators of STW regions, tech prep consortia, and Private Industry Councils) to determine if they need and would use a proposed STW clearinghouse. The needs assessment involved questionnaires sent to 1,956 persons, with a response from 573 (29 percent). Results included the following: (1) a strong majority of respondents would access a clearinghouse; (2) print and electronic access, along with personal contact, are preferred; (3) respondents are primarily interested in "how to" information about curriculum, instructional materials, working with partners, and developmental initiatives; (4) at present, respondents primarily read print materials and use personal contacts to learn about STW. Recommendations were made to establish a work force development clearinghouse that would use a variety of delivery systems, emphasize personal contact, develop strong connections with professional development activities, develop materials to support increased awareness about STW, adjust to changing client needs, emphasize practical information, and avoid duplication of existing resources. (KC)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Employed Women; *Employment Opportunities; Employment Patterns; *Mothers; National Surveys; *One Parent Family; Public Policy; Trend Analysis; *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children; *Welfare to Work Programs

The question of whether recipients of Aid to Families with Dependent Children (AFDC) can reasonably be expected to work full time year-round given their available employment opportunities and living conditions was examined in a ongoing study. The study used the U.S. Bureau of the Census' Survey of Income and Program Participation to develop a sample of single mothers receiving AFDC for at least 2 months out of 24 survey months. The sample, which included 1,181 women, was selected to represent 2.8 million single mothers. The study's main findings were as follows: (1) a sizable portion of AFDC recipients already work for substantial hours, combining paid employment with AFDC; (2) although they have more education, job training, and work experience than nonemployed AFDC recipients, those AFDC recipients who do work are employed in low-wage, sporadic service sector jobs; and (3) if AFDC is to be time limited, many AFDC recipients will lose an important share of their families' income. It was concluded that if AFDC is made a time-limited program, the unemployment insurance program will need to be restructured to increase current AFDC recipients' eligibility. (Appended is information about the sample population women combining work and welfare.) (MN)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competence; Competency Based Education; Course Content; Employment Potential; *Job Skills; *Lasers; *Light; *National Standards; Postsecondary Education; Secondary Education; Teacher Qualifications; *Technical Occupations
IDENTIFIERS- *Photons

This document defines "photonics" as the generation, manipulation, transport, detection, and use of light information and energy whose quantum unit is the photon. The range of applications of photonics extends from energy generation to detection to communication and information processing. Photonics is at the heart of today's communication systems, from lasers that generate digital information transported along a fiber-optic cable to the detector that decodes the information. This booklet contains the skills standard that is intended to define the knowledge and the skills that workers in the photonics industry need. The focus of the standard is on the skills necessary for employment as a photonics technician. The seven parts of this skills standards document include the following: (1) the evolution of the occupation of photonics technicians; (2) the development process for the skills standard; (3) curriculum concerns; (4) photonics skills standard task list; (5) photonics technician curriculum outlining the knowledge components, tools, equipment, and relevant tasks for 17 courses; (6) supporting knowledge components in applied mathematics, physics, and biology/chemistry; and (7) teacher standards. (KC)

ED 413 506 CE 075 220

Buchan, J.; Thompson, M.
Recruiting, Retaining and Motivating Nursing Staff: The Use of Clinical Ladders.
SPONS. AGENCY- Scottish Office Health Dept., Edinburgh.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Development; *Career Ladders; Case Studies; Check Lists; Competence; Employment Practices; Employment Qualifications; Foreign Countries; *Labor Turnover; Literature Reviews; *Motivation Techniques; *Nurses; Personnel Management; *Recruitment; Salary Wage Differentials
IDENTIFIERS- *Clinical Ladder; *United Kingdom

The "clinical ladder" is a grading structure that facilitates career progression and associated differentiation of pay by defining different levels of clinical and professional practice in nursing. The clinical ladder approach, which is well established in the United States, differs from the approach used in the United Kingdom's National Health Service (NHS) clinical grading system in that it is individualized, places greater emphasis on continual development and appraisal, and focuses on the relevant skills and competencies of individual nurses rather than on the posts they are occupying. The feasibility of adopting the clinical ladder approach in the United Kingdom was evaluated through a comprehensive review of available published literature, interviews with managers in three Scottish NHS trusts considering approaches to clinical career structures, and case studies of three health care facilities in England and two in the United States. It was concluded that, in view of the NHS' change in emphasis from central to local pay determination and increasing focus on required skills and competencies, the clinical ladder approach may have direct relevance to health care facilities in the NHS. (Fifteen tables/exhibits are included. A clinical ladders checklist is appended. Contains 99 references.) (MN)

development. Of some 230 private career schools in the state, 8 volunteered information. Information was also gathered from employment records of the Employment Security Department for 5,902 persons who were students of these schools during 1993-95, a telephone survey of 313 students, and a satisfaction survey of 144 Washington employers of the graduates. The study found that private career students generally resemble the state's population for their age cohort, except with slightly greater levels of female participants. Students reported they entered the schools primarily in order to gain job skills, which they received. Students also received instruction in mathematics, teamwork, communication skills, work habits, critical thinking, and decision making. Among students employed 9 months after their school program, 60 percent were in jobs related to their training. The former students were mostly satisfied with their school programs, as were their employers. Eighty percent of program completers of degree-granting schools were employed 9 months after completion; 55 percent of them received medical benefits, and their mean wage was $10.24/hour. Completers of nondegree schools reported similar results. Areas cited for improvement included strengthening mathematics instruction and providing job-seeking advice. (KC) emerging issues in the STW movement, including whether states can fit STW systems into coherent education policy frameworks and whether STW partnerships will become important, sustainable institutions. The report contains 302 references and 23 tables. Appended are the responses to a 1995 telephone survey. (MN)

ED 413 543   CG 027 509

Code of Ethics and Standards of Practice. As Approved by Governing Council, April 1995, Effective July 1, 1995.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Behavior Standards; *Codes of Ethics; Confidentiality; Counselor Client Relationship; *Counselors; Credentials; *Ethics; Integrity; Responsibility; *Standards
IDENTIFIERS- *American Counseling Association; *Professional Ethics

The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members are dedicated to the enhancement of human development. In line with this dedication to human development, the principles that define the ethical behavior required of ACA members are presented here. All members are required to adhere to the ACA Code of Ethics, as well as the ACA Standards of Practice (also listed here). The ACA Code of Ethics, which serves as the basis for processing ethical complaints initiated against members, opens with rules regarding the counseling relationship, including client welfare, client rights, dual relationships, sexual intimacies with clients, multiple clients, fees and bartering, termination and referral, and computer technology. The next section centers on confidentiality issues, and addresses such concerns as privacy, disclosure, records, research and training, and consultation. Professional responsibility is then covered, with codes on standards of knowledge, professional competence, advertising and soliciting clients, credentials, public responsibility, and responsibility to other professionals. Subsequent sections of the ACA Code of Ethics examine the following: relationships with other professionals; evaluation, assessment, and interpretation; teaching, training, and supervising; research and publication; and resolving ethical issues. The ACA Standards of Practice, which briefly recapitulate the ACA Code of Ethics, represent the minimal behavioral statements of the code. Policies and procedures for processing ethical violations are also discussed. (RJM) processes depend upon developing a collaborative relationship, forming collaborative agreements, and pursuing collaborative follow-through. The nature of collaborative relationships is explored, and features such as the importance of self-knowledge, the two-sided nature, the importance of collaborative agreements, and styles of negotiation are detailed. It is stressed that counselors must develop the ability to form collaborative relationships in which the participants are essentially partners in search of a solution. Win-win relationships, it is claimed, engender mutually satisfactory agreements and collaborative follow through. (Contains 18 references.) (RJM)

ED 413 564   CG 028 169

Daley, Christine E.; Onwuegbuzie, Anthony J.
Predictors of Juvenile Delinquency and Violence.
PUB DATE- 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (November 8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Aggression; *Delinquency; Family Structure; Intervention; Juvenile Justice; *Males; Measures (Individuals); Peer Groups; *Predictor Variables; Secondary Education; *Violence; Youth Problems
IDENTIFIERS- *Adolescent Behavior

Violence among youth has reached epidemic proportions. Every five minutes a child is arrested for a violent crime. To understand this trend, this paper examines characteristics of adolescent males who come into contact with the juvenile justice system. The study focuses on drug and alcohol involvement, the relevance of education, sexual practices, and sensitivity to violence. It is believed that comprehending the attitudes and perceptions of aggressive, undersocialized youth will foster violence prevention and it is hoped that identifying the factors that place juvenile delinquents at risk will help in the development of treatment programs. For this study, 202 males, ages 12-18, filled out three instruments and provided demographic information. Results indicate that juvenile offenders share a number of characteristics: single-parent households headed by the mother; siblings or parents who have been involved in the legal system; the use of cigarettes, alcohol, and marijuana at an early age; weekly $1,000 earnings selling crack; a friend who sells drugs; achievement in mathematics; high rates of suspension and expulsion; no aspiration for higher education; early sexual activity; and weapons ownership. A number of intervention strategies, particularly community-based programs, are recommended. (RJM) sent to the 14 elementary schools that implemented the program in kindergarten and first-grade classrooms in the 1996-97 school year. Results indicated that: (1) principals were split in their perceptions of the program's impact; (2) the trend among Writing To Read school achievement test results was toward no change or negative change; and (3) only 2 of the 14 schools actually implemented the program as described. Findings suggest that, in the absence of consistent increases in reading, the program should be abandoned as a district level initiative to encourage schools to seek alternative and more effective programs. Appendixes contain the survey form, a summary spreadsheet of school responses, and school responses to open-ended questions. (RS)

ED 413 585 CS 012 974

Farr, Roger; Tone, Bruce
Portfolio and Performance Assessment: Helping Students Evaluate Their Progress as Readers and Writers. Second Edition.
PUB DATE- 98
NOTE- 375p.; For the 1994 edition, see ED 363 864.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Language Usage; *Portfolio Assessment; Portfolios (Background Materials); Student Evaluation; *Writing Evaluation
IDENTIFIERS- *Alternative Assessment; Authentic Assessment
Continuing to respond to the increasing demand for the assessment of authentic language use, this book emphasizes that portfolios must first be useful and successful as part of instruction before they can be used effectively for assessment. Portfolios are presented as "working," not "show" portfolios, to promote the student's involvement in analyzing portfolio contents. The book aids in developing and training students as self-assessors so that they can monitor for themselves the effectiveness of their use of language. New for the second edition are: a cleaner, clearer design; a major revision of chapter 6; a new focus in chapters 7 and 8 on helping readers in constructing their own performance assessments; and bulleted summaries. Chapters are: (1) Why Portfolio and Performance Assessment?; (2) Confirming Beliefs and Making Decisions; (3) Deciding What Goes into the Portfolio; (4) Assessing Portfolio Contents; (5) Conferencing for Success; (6) Solving the Assessment Puzzle; (7) Constructing and Selecting Performance Assessments; and (8) Developing Rubrics and Anchor Papers. Appendixes contain answers to often asked questions about portfolio and performance assessment; a list of sources cited and other relevant reading; and reproducible models of records, note sheets, letters, and forms for easy use by practitioners. (RS)

rationales, objectives, procedures, and evaluation guidelines. New to the third edition are reproducible Black Line Masters and Evaluation Rubrics that consider each aspect of the activity. After a matrix of contents and an introduction to the basics, chapters in the book are: (1) "The World Wide Web"; (2) "A Wealth of Web Sites"; (3) "Using the Internet for Teaching--Rules for the Road"; (4) "Searching on the Web--Directories and Search Engines"; (5) "Developing and Designing a Web Site"; (6) "The Past, Present, and Future of the Web"; (7) "E-pals and Keypals"; (8) "A Whale of a Time!"; (9) "The CyberNews"; (10) "The ABCs of Canada"; (11) "Virtually Together in D.C."; (12) "Get a Job!"; (13) "A Book an Hour"; (14) "The Ambassador to Mexico WebQuest"; (15) "The Games People Play"; and (16) "Just for the Little Kids." Contains a 28-item list of selected Internet books and a 37-item abridged glossary of Internet terms. (RS)

ED 413 607   CS 216 080

Wilson, Greg
The Metanarrative of Consequences in the Pragmatism of Charles Sanders Peirce.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Intellectual Disciplines; *Philosophy; *Rhetoric; *Scholarship
IDENTIFIERS- Consequences; Gramsci (Antonio); Metanarratives; *Peirce (Charles S); *Pragmatism

This paper proposes that elements of pragmatist philosophy are anti-rhetorical and encourage a cultural status quo. It tries to isolate the idiosyncratic meaning of the vocabulary that Charles Sanders Peirce uses in the foundational definition of pragmatism and shows how his reliance on logic forestalls possibilities for agency. Antonio Gramsci's idea of the organic intellectual is used to look for a way out of the over-determined structure that Peirce establishes. Peirce was a multi-talented scholar who did ground-breaking work in many disciplines, such as physics, astronomy, mathematics, semiotics, logic, psychology, and philosophy. In defining pragmatism, Peirce's focus on interpretation would make pragmatism very useful to cultural studies, but he did not see interpretation as offering a range of possible meanings. Alternatives are possible in a world where the national conditions are real and individuals' relations to them can be different. But in Peirce's world, objects and their consequences are real and individuals' relations to them are deterministic, thus rendering his formulation anti-rhetorical. (Contains five references). (Author/NKA) for inclusion in the annotated bibliography. (RS)

ED 413 628   CS 509 643

Paratore, Jeanne R., Ed.; McCormack, Rachel L., Ed.
Peer Talk in the Classroom: Learning from Research.
PUB DATE- 97
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Classroom Communication; Elementary Education; *Instructional Innovation; *Language Arts; Literacy; *Peer Groups; Peer Teaching; Research Utilization; Student Empowerment; *Teacher Role; Tutoring
IDENTIFIERS- *Student Initiated Activities

Research suggests that teachers would like to relinquish some control of classroom activity to students, and many have accomplished this difficult task with notable success. This collection of essays, with contributions from both classroom teachers and university professors, recounts some of these successes and aims to be a resource for teachers and researchers looking to increase student-initiated interaction. The essays and their authors are, as follows: (1) "'Do You Really Just Want Us to Talk about This Book?': A Closer Look at Book Clubs as an Instructional Tool" (Diane Lapp; James Flood; Wendy Ranck-Buhr; Janice Van Dyke; Sara Spacek); (2) "Eavesdropping on Second Graders' Peer Talk about African Trickster Tales" (Rachel L. McCormack); (3) "Exploring Cultural Diversity through Peer Talk" (Sandy Kaser and Kathy G. Short); (4) "Lessons Taught and Lessons Learned: How Cross-Aged Talk about Books Helped Struggling Adolescents Develop Their Own Literacy" (Fenice B. Boyd and Lee Galda); (5) "Learning Is Noisy: The Myth of Silence in the Reading-Writing Classroom" (Wendy C. Kasten); (6) "Inventing Conversations in Second-Language Classrooms: What Students Say and How They Say It" (Kathryn F. Whitmore); (7) "Conflict during Classroom Discussions Can Be a Good Thing" (Janice F. Almasi and Linda B. Gambrell); (8) "Exploring the Complexities of Peer-Led Literature Discussions: The Influence of Gender" (Karen S. Evans); (9) "Encouraging Quality Peer Talk with Diverse Students in Mainstream Classrooms: Learning from and with Teachers" (Taffy E. Raphael; Cynthia H. Brock; Susan M. Wallace); and (10) "Watching Teachers Watch Children Talk about Books" (Jeanne R. Paratore; Sheila Garnick; Trinidad Lewis). Contains a subject index, an author index, and a list of page references for children's literature authors. (NKA)

Development; School Restructuring; *Semiotics; *Teacher Empowerment; Teacher Influence; *Teaching (Occupation)

There is ample evidence that the success or failure of school reform lies not only in the soundness and appropriateness of the reform model chosen, but primarily in its perception, acceptance, and endorsement by teachers. This essay expresses the concept of power as it applies to school reform that focuses on teacher empowerment and professionalization. The paper is based on a grounded theory developed from a qualitative case study that assessed the impact of a newly implemented, districtwide staff-development program. The data are analyzed using an ethnosemiotic approach to explain how a fundamental ambivalence in the concepts of "power" and "professionalism" may prevent the reform from succeeding, even in the absence of overt crisis or resistance. Data were gathered through interviews with and observations of 80 teachers and administrators over 7 months. The paper defines power qualitatively in four different modalities--power ("being-able-to-do"), independence ("being-able-not-to-do"), powerlessness ("not-being-able-to-do"), and submission ("not-being-able-not-to-do"). The study found that the reform framers had proceeded upon a series of false assumptions: neglecting to distinguish between having power over someone and having the power to act; treating power quantitatively as a one-dimensional commodity; and equating empowerment with professionalism without establishing a correlation between power and responsibility. Reforms must concentrate on changing the prevalent teacher culture, which is unfavorable to the professional ethic and to the establishment of truly democratic structures. Five figures are included. (Contains 23 references.) (LMI)

administrators. The articles cover the following categories in the outline: the history and philosophy of education, research methods, learning theory, curriculum, student services, administration of special programs, personnel issues, educational management, educational leadership, human relations, systems analysis and design, site-based leadership, school law and policy development, school finance, school public relations, school facilities, and district/community leadership. Each chapter contains references. (LMI)

ED 413 667   EA 028 772

Bailey, William J.
Organizing Schools. Educational Leadership for the 21st Century.
PUB DATE- 97
NOTE- 231p.; Fourth in a series "Educational Leadership for the 21st Century," edited by William J. Bailey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; Decentralization; *Educational Change; Elementary Secondary Education; Organizational Development; *School Based Management; *School Organization; *School Restructuring

The American public schools need a total revamping of structure, philosophy, pedagogy, and professionalism. This book is part of a series that explains why significant changes are needed and how changes can be made given the present constitutional authority. Part 1 introduces the causes and effects of the malfunctioning of the typical school system in America. In the first section, three chapters look at ways in which "imprinting"--the process through which an unquestioned worldview is created--has constrained educators in stereotypical paradigms such as: exposing the imprints from various sources that have resulted in a freezing of current educational paradigms; outlining some specific problems that are associated with the present structure; and delineating the impact of the educational imprinting on student and educator performance. Three chapters comprise section 2, which presents a plan for restructuring public education at the state, district, and building levels. The third section contains three chapters that discuss the direction in which elementary, middle, and high schools need to go in the 21st century. The three chapters in the fourth section deal with managing the transformation. Topics include the application of organizational-development techniques to education, public relations, and the preparation of educational leaders. Contains chapter references, 5 tables, 13 figures, and an index. (LMI) questionnaires, data on survey participation, and a listing of universities and colleges offering a speech-language pathology and/or audiology program. (Contains 29 references.) (DB)

ED 413 686   EC 305 945

Rehabilitation Training Program and Special Capacity Building Program, 1997-1998: Catalog of Projects under the Rehabilitation Services Administration.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiology; Deaf Interpreting; *Disabilities; *Federal Aid; *Federal Programs; Graduate Study; *Grants; Hearing Impairments; Higher Education; Independent Living; Job Placement; Nursing; Occupational Therapy; Physical Therapy; Prostheses; *Rehabilitation; Rehabilitation Counseling; Speech Language Pathology; Undergraduate Study; Visual Impairments; Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- Rehabilitation Act 1973 (Section 304); State Capacity Building Program

This directory lists programs funded by rehabilitation training grants funded under the Rehabilitation Act of 1973 (Section 304a). These programs are grouped under the following categories: (1) rehabilitation long-term training; (2) experimental and innovative training; (3) state vocational rehabilitation unit in-service training; (4) rehabilitation continuing education programs; (5) rehabilitation short-term training; (6) training of interpreters for deaf individuals; and (7) special capacity building grants. Project listings under the largest category, long-term training projects, include grant data and contact information and are subdivided into projects pertaining to: rehabilitation medicine, rehabilitation nursing, prosthetics and orthotics, rehabilitation counseling graduate programs, rehabilitation administration, physical therapy, occupational therapy, rehabilitation engineering, vocational evaluation and work adjustment, rehabilitation of individuals who are mentally ill, rehabilitation psychology, undergraduate education in the rehabilitation services, independent living, speech pathology and audiology, rehabilitation of individuals who are blind or have vision impairment, rehabilitation of individuals who are deaf or hard of hearing, and rehabilitation job development and job placement. Projects in the remaining sections include a description of each project as well as contact information. (DB)

*Computer Assisted Instruction; Computer Software Selection; Cultural Differences; Curriculum Development; *Disabilities; Early Childhood Education; *Educational Technology; Individualized Education Programs; Individualized Family Service Plans; Special Needs Students; Student Evaluation; Young Children

This guidebook is designed to provide information on technology to teachers and service providers who work with children with special needs. It may also be helpful for parents and caregivers of young children. Topics include: (1) the definition of assistive technology; (2) the philosophy of using technology with young children and a rationale that demonstrates benefits for youngsters who have special needs; (3) how technology supports early learning, particularly self-expression, communication, social interactions, and education; (4) assessing for helpful technology; (5) identifying the tools of assistive technology; (6) team tasks in assessment; (7) choosing computer technology for the classroom, including selecting appropriate software and peripheral devices; (8) introducing other devices such as a trackball, mouse keys, touch screen, drawing tablets, and electronic pointing devices; (9) keyboard modifications and alternative keyboards; (10) switch technology; (11) augmentative and alternative communication; (12) effective practices for teaching children to communicate; (13) integrating technology into the early childhood classroom, including how to design lessons with technology; (14) how to use technology for teachers' administrative tasks; (15) assistive technology in a cultural context; (16) assistive technology in the Individualized Education Program or the Individualized Family Service Plan; and (17) funding issues. Appendices include teacher resources, an explanation of legal issues, and a list of resource organizations. (Contains 32 references.) (CR)

working, the individual's rights after starting to work, ideas for reasonable accommodations, the individual's rights regarding wages and benefits, the individual's rights if fired, what to do if the individual thinks he/she is being discriminated against, the importance of making a record of any possible discrimination, the ADA information hotline, and the procedure for complaining to the Equal Employment Opportunity Commission. Attached are summaries of eight relevant court cases and a list of suggested resources. (Contains 16 references.) (DB)

ED 413 725 EC 305 999

A Chance To Be Made Whole: People First Members Being Friends to Tear Down Institution Walls.
SPONS. AGENCY- Responsive Systems Associates, Lithonia, GA.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 28p.; Funding also received from People First of Tennessee and the Community Foundation of Greater Memphis.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; Deinstitutionalization (of Disabled); *Developmental Disabilities; *Disabilities; *Friendship; *Institutionalized Persons; *Quality of Life
IDENTIFIERS- People First; Tennessee

This booklet presents ideas and experiences of members of People First of Tennessee, including those with disabilities, an organization that is working to improve the lives of people with disabilities who still live in institutions. Emphasis is on their role as "next friends," people who get the attention of a federal judge regarding their needs when they cannot speak for themselves and have no family willing or able to do so. Individual items in the booklet cover: a meeting with a resident despite staff objections; ways to befriend people in institutions; the importance of eye-to-eye contact; communication with people who can't talk; ways to relate to individuals who act violent; the role of People First meetings; negative aspects of institution life; ways the institution may try to prevent People First members from befriending residents; and ways to deal with uncooperative institutional staff. (DB)

Encoding Standards for Linguistic Corpora.
PUB DATE- 95
NOTE- 15p.; In: Language Resources for Language Technology: Proceedings of the TELRI (Trans-European Language Resources Infrastructure) European Seminar (1st, Tihany, Hungary, September 15-16, 1995); see FL 024 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coding; *Computational Linguistics; Computer Software; Descriptive Linguistics; *Discourse Analysis; Foreign Countries; Language Research; *Languages; Linguistic Theory; Program Descriptions; *Programming; Standards; *Structural Analysis (Linguistics)
IDENTIFIERS- *Language Corpora

The demand for extensive reusability of large language text collections for natural languages processing research requires development of standardized encoding formats. Such formats must be capable of representing different kinds of information across the spectrum of text types and languages, capable of representing different levels of information, descriptive and analytical, and application-independent. In 1988, the Text Encoding Initiative (TEI) was established as an international cooperative research project to develop a general and flexible set of guidelines for preparation and interchange of electronic texts. In 1994, TEI issued its standardized encoding conventions for both written and spoken text of any date and in any genre or text type. The guidelines conform to international encoding standards, and are based on the assumption that there is a common core of textual features, beyond which many different elements can be encoded. Eight distinct base tagsets are proposed: prose; verse; drama; transcribed speech; letters or memos; dictionary entries; terminological entries; and language corpora and collections. Additional tagsets will be developed. Each base tagset determines the basic structure of all the documents with which it is to be used, defining the components of text elements and features. Sources for the guidelines are included. Contains 10 references. (MSE)

the bilingual dual coding hypothesis, with no gender effects observed. Onset age of L2 acquisition was found to be significant. It is concluded that the theory is generalizable across bilinguals in both Indo-European alphabetic languages and in this alphabetic/non-alphabetic language combination, and also in child and well as adult bilinguals. Contains 97 references. (MSE)

ED 413 765 FL 024 845

From At-Risk to Excellence: Principles for Practice. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; Change Strategies; *Classroom Communication; Cognitive Development; *Cultural Pluralism; Economically Disadvantaged; Educational Strategies; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Excellence in Education; *High Risk Students; Immigrants; Interpersonal Communication; Minority Groups; Refugees; Relevance (Education); Teacher Student Relationship
IDENTIFIERS- ERIC Digests

Innovative programs of school reform and research for diverse student populations have tended to focus on specific cultural, linguistic, or ethnic populations and on specific local communities. Findings from this body of research over the years have resulted in a core of principles for designing and implementing programs for at-risk students. Five generic principles for helping all students achieve excellence in education include: (1) facilitating learning through joint productive activity among teachers and students; (2) developing students' competence in the language and literacy of instruction throughout all instructional activities; (3) contextualizing teaching and curriculum in the experiences and skills of home and community; (4) challenging students toward cognitive complexity; and (5) engaging students through dialogue, especially the instructional conversation. Once these principles have been enacted and tested, it will be possible to see how they work internally, refine their statements, and determine their limitations. The principles are intentionally generic, and there are likely situations and individuals for whom they should be modified. (Contains 9 references.) (MSE) theoretical basis for the course, course design, and participating students' feedback and self-evaluation. Students expressed general satisfaction with both the opportunities the course afforded for global awareness and their improved ability to communicate in English. Contains 10 references. (MSE)

ED 413 786 FL 024 917

Brecht, Richard D.; Rivers, William P.
National Language Needs and Federal Support of National Language Capacity: The Critical Role of Title VI of the Higher Education Act.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Needs; *Federal Aid; *Federal Government; Federal Legislation; Federal Programs; Financial Support; Higher Education; International Relations; Language Enrollment; *Language Role; *Public Agencies; Second Language Instruction; *Second Languages; *Uncommonly Taught Languages
IDENTIFIERS- Central Intelligence Agency; *Higher Education Act Title VI

The years since the fall of the Soviet Union have seen dramatic changes in international relations, global economics, global communications, population migration, and international organized crime. A survey of language needs in the federal government identified 43 countries of primary importance, 19 of secondary importance, and 30 languages critical to national security, all among the less commonly taught languages. All but three of those languages have low enrollments in the United States. A Central Intelligence Agency study identified shortfalls in the government agencies' study of Central, East, and South Asian languages. In addition, language needs are changing for the military, social services, and industry. Since 1958, the primary national vehicle for meeting long-term national needs in foreign languages has been Title VI of the Higher Education Act, which supports both the supply of language-competent individuals and the national capacity to maintain and increase that supply. The national capacity to supply expertise in the much-needed less commonly taught languages, all vital to economic, political, and military interests of the United States, rests largely in this legislation. (MSE)

of student borrowers; race or ethnicity; the category of school attended (proprietary/private/public); the incidence of problems with timeliness, explanations, and awareness of repayment schedules; and satisfaction levels concerning orientation and counseling. Findings indicate that Direct Loan borrowers were more likely than FFEL borrowers to cite their 1994-95 loan experience as positive; on other measures no significant differences were found between Direct Loan and FFEL programs. Volume 2, the technical appendices, contains detailed tables of survey results, distribution tables of responses and response rates; the questionnaire and item response frequencies; and survey methodology and instruments. (BF)

evaluation report is attached. (DB)

ED 413 825 HE 030 728

Zumoff, Nancy; Schaufele, Christopher
From Earth Algebra to Earth Math: An Expansion and Dissemination of the Methods of Earth Algebra and Proceedings, Earth Math Conference (Kennesaw, Georgia, April 19-20, 1996).
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Algebra; Course Content; High Schools; Higher Education; Instructional Materials; *Mathematics Education; Mathematics Teachers; Preservice Teacher Education; Secondary School Teachers; *Textbook Preparation; Trigonometry
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Precalculus

This final report and appended conference proceedings describe activities of the Earth Math project, a 3-year effort at Kennesaw State University (Georgia) to broaden and disseminate the concept of Earth Algebra to precalculus and mathematics education courses. Major outcomes of the project were the draft of a precalculus textbook now being reviewed prior to field testing, and a series of independent study modules appropriate for use in mathematics education courses or as supplementary material in algebra and trigonometry courses. Earth Math materials focus on application of mathematics to real world problems and are intended to improve students' problem-solving and decision-making abilities. The materials are also intended to demonstrate how to implement the National Council of Teachers of Mathematics standards in school mathematics courses. Separate sections of the report describe the project's purpose, background and origins, description, evaluation/results, and conclusions. The final evaluation report, which is appended, includes the evaluation instruments, guidelines for grading, and sample administrative communications. Appendix B, the separate proceedings document, includes a keynote address by Tina Straley, summaries of workshops on technology and hydrology, and a talk by Ben Fusaro. Also included are reports from test institutions and a summary of the project evaluation. Most of the proceedings document consists of several chapters of the draft textbook, which conference participants worked through in a workshop. (DB)

ED 413 844 HE 030 756

Nichols, John
Collaboration between General Education & the Major.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *College Outcomes Assessment; Departments; Faculty Development; *General Education; Higher Education; *Instructional Improvement; Interdisciplinary Approach; *Majors (Students); Student Development; Teacher Collaboration; Undergraduate Study
IDENTIFIERS- *Saint Josephs College IN

This final report describes activities and accomplishment of a 3-year federally funded project at Saint Joseph's College (Indiana) to better integrate undergraduate students' general education courses and coursework with their majors. Specifically, the college worked with all 16 departments and 50 faculty (out of 54) to set up frequent, deliberate, and explicit points of collaboration between the core curriculum and students' majors, beginning by clarifying the structure, learning outcomes, and assessment plan of the majors. Then, each major's contribution to and use of materials from the core curriculum were planned and implemented. The study impacted all the college's students via the core curriculum and about 88 percent of them in terms of their major. All the departments have improved structure, planned outcomes, and assessment strategies; the core curriculum is now perceived as the work of the whole faculty; and there is an improved institutional ethos of collaboration. Ongoing yearly evaluation with the College Student Experiences Questionnaire is expected to indicate continued improved student outcomes. Individual sections of the report include a project overview and describe the project's purpose, background and origin, organization, and evaluation/results. Appended materials include: a report to the college community; data on the project's effectiveness; and the project evaluation report. (DB)

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Cooperative Learning; *Curriculum Enrichment; Curriculum Guides; *Design; Educational Planning; Educational Technology; Family (Sociological Unit); Foreign Countries; Geography; Group Activities; History Instruction; Instructional Design; Intermediate Grades; Junior High Schools; Language Arts; Lesson Plans; Mathematics Education; *Problem Solving; Science Education; Social Studies; *Student Participation; Student Projects; *Teacher Collaboration; *Technology Education
IDENTIFIERS- Canada; *Technology Integration

Technology's impact on society is growing everyday. The need to include technology education as core material for all students has been recognized by educators around the world. This book is a practical guide to using the problem-solving approaches integral to the design process in order to integrate technology education into all subject areas for students in grades 6-9. Activities are provided that launch students into their exploration of technology in the context of various subject topics. Partnerships between technology educators and other subject teachers are encouraged so that outcomes central to all curriculum needs are met. The open-ended nature of the activities, along with abundant group work opportunities, make them ideal for use with students of varying abilities and experience. The book includes a teacher support section, and a student activities section with 40 activities divided into four units that integrate technology with other subject areas: (1) language arts, family studies, and art; (2) mathematics and science; (3) self and society, history, language arts, and art; and (4) self and society, geography, and social studies. Appendices include: safety quiz and contract, glossary of design and technology terms, student handouts, teacher support materials, list of useful resources, answers to safety quiz, and a description of the "Teachers Helping Teachers" series. (Author/SWC)

Secondary Education; Equipment Evaluation; Learning Resources Centers; Media Specialists; *Production Techniques; Programming (Broadcast); School Libraries; Selection; Teachers; Television; Television Lighting; *Television Studios; Vendors; *Video Equipment

In addition to running the library or classroom, many educators are given the responsibility of setting up and maintaining a television production studio. Designed to meet the needs of teachers and librarians, this book covers the tasks of selecting, connecting, and using audio and video production equipment. It offers step-by-step instructions and numerous practical tips to help educators save time and money in the process of studio setup. The book takes into account specific classroom needs, as well as the budgetary and time limitations that teachers and librarians are likely to face. After reviewing a variety of production equipment, the book offers an in-depth discussion of selection criteria, guides readers through a detailed assessment of existing equipment, and describes how to establish a television production studio, from size and location to lights, backdrops, and communications systems. The book includes an introduction and 7 chapters: Introduction: Creating a Studio; (1) Video Equipment: Description and Selection Criteria; (2) Audio Equipment: Description and Selection Criteria; (3) Assessment of Existing Equipment; (4) Working with Vendors; (5) Creating Your Video Production Studio; (6) Presenting Your Television Programs; and (7) Questions from the Floor--a list of frequently asked questions and their responses. Includes a glossary and index. (SWC)

ED 413 882 IR 018 634

Miller, Elizabeth B.
The Internet Resource Directory for K-12 Teachers and Librarians. 97/98 Edition.
PUB DATE- 98
NOTE- 320p.; For the 95/96 Edition, see ED 389 330. Free updates of site addresses are available electronically: http://www.lu.com
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Administrators; *Annotated Bibliographies; Art Education; Computer Science; Cultural Pluralism; Disabilities; Drama; *Educational Resources; Electronic Journals; Electronic Mail; Elementary Secondary Education; Geography Instruction; Information Networks; *Information Sources; *Internet; Language Arts; Librarians; Mathematics Education; Media Specialists; Music Education; Online Systems; Professional Development; Reference Services; *School Libraries; Sciences; Second Languages; Social Studies; Teachers; World Wide Web
IDENTIFIERS- Listservs

This directory is the fourth in an annual series of Internet guides for educators, librarians, and school administrators, and provides tips on access to, as well as addresses for, online resources that support and enrich the K-12 curriculum and supplement the school library core collection. Sites that help educators develop professionally are also covered. This edition includes 400 completely new entries with more Web sites than ever before. A new chapter on applied sciences is also added. The book features more listings for multicultural resources and increased coverage on life after high school--colleges, careers, school-to-work, and vocational education. All sites are free, current, and updated regularly, and the book includes everything users need to take advantage of them--clear directions for access, the path name, and other instructions needed for login and navigation. Free updates of addresses are available to users through the Libraries Unlimited Web site. Resources are grouped topically, with chapters on art, music, and drama; foreign languages; language arts; math and computer science; science; applied sciences--health, home economics, and physical education and sports; social studies and geography; reference; and school library applications. Alphabetical and subject indexes of sites are provided. (SWC)

ED 413 883 IR 018 636

Volker, Roger; Simonson, Michael
Technology for Teachers. 6th Edition.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software; Computer Uses in Education;

ED 413 900 IR 056 730

Vorndran, Gerald
A Search Engine Features Comparison.
PUB DATE- 97
NOTE- 48p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Computer Interfaces; Databases; *Online Searching; *Online Systems; Online Vendors; Reference Services; Relevance (Information Retrieval); Search Strategies; *User Needs (Information); *World Wide Web
IDENTIFIERS- *DIALOG; *Search Engines

Until recently, the World Wide Web (WWW) public access search engines have not included many of the advanced commands, options, and features commonly available with the for-profit online database user interfaces, such as DIALOG. This study evaluates the features and characteristics common to both types of search interfaces, examines the Web search interfaces to define lingering deficiencies as compared to the online interfaces, and presents suggestions for improvement to those areas of the Web interfaces found lacking. The most advanced interface features of the AltaVista, Excite, HotBot, and Infoseek Web search interfaces were compared to the DIALOG interface features. The Web search interfaces, as a whole, still trail the DIALOG search interface in terms of the quality, quantity, depth (robustness), and usability of the search system. Appendices include background information, search parameters, and output for the Web engines, and for DIALOG. (Contains 46 references.) (Author/SWC)

ED 413 901 IR 056 731

Vidmar, Dale J.
Library Instruction: Affecting Change in the Classroom.
PUB DATE- 96
NOTE- 69p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Measures; Higher Education; Librarians; *Library Instruction; Program Effectiveness; Questionnaires; *Student Attitudes; *Student Surveys; Use Studies

The purpose of this study was to investigate what effect a pre-session given prior to a typical library instruction class had upon the affective experience of freshman composition students. Students in six paired classes were given pre-test and post-test questionnaires to determine if there was a difference in scores in four areas measured by the study: (1) Library Use and Intended Use; (2) Feelings about the Library; (3) Attitudes towards Librarians; and (4) Perceived Effectiveness of Library Instruction. Each set of paired classes were comprised of a control group that did not receive a pre-session and an experimental group given a pre-session. Both the control group and the experimental groups were paired with the same instructor and the same librarian for each set of classes. Pre-test and post-test questionnaires were given to both groups as the instrument to measure the effects of the pre-session. Each questionnaire used nine questions designed with the semantic

ED 413 920 IR 056 751

Kozlowski, Ken
Analysis of Reference Service at the Cleveland Law Library, April-September 1995.
PUB DATE- 95
NOTE- 41p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Competence; Information Retrieval; *Information Services; *Law Libraries; Library Personnel; *Library Services; Media Specialists; *Reference Services; Special Libraries; Tables (Data); Use Studies; User Needs (Information)
IDENTIFIERS- Ohio (Cleveland)

This study initiated service request sheets, evaluated reference services provided by the staff of the Cleveland Law Library (Cuyahoga County, Ohio) for the time period April-September, 1995. Five thousand and fifty-two questions were included in the study, of which 2,949 were of the type in which reference service was provided. The other 2,103 questions (no reference required) were used to compile complete statistics concerning type of patron served, time spent answering the questions, sources utilized, and dispositions of requests. The ultimate goal of the study was to determine if there were any differences in the way reference service was provided by professionals to paraprofessionals. The questions were also analyzed to determine if "mistakes" had been made. Mistakes were defined as either technical (staff member chose to answer a question without the requisite skills to answer it successfully), judgment (staff member chose a less effective path in answering the question), or system (book off the shelf/not signed out, computer system failure, etc.) It was discovered that professionals work on a smaller number of questions, but take more time to complete the answer. Electronic resources are utilized more frequently by the professional. The number of mistakes were under 12%, which could possibly be reduced with more training. Other results were that smaller firms (those with less than 50 attorneys) used the library more than large firms. Eighty-nine percent of all questions were handled in 30 minutes or less. Books were used only 63.2% of the time to answer questions. Ninety-four percent of questions were answered successfully, either from local sources, interlibrary loan, or referral to an outside verified source. Appendices include the Law Library Service Request forms, sources and research types, and six tables of data. (Author)

ED 413 921 IR 056 753

Siess, Judith A.
The SOLO Librarian's Sourcebook.
PUB DATE- 97
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Information Science; Information Services; Information Technology; *Librarians; Library Administration; Library Education; Library Personnel; Library Science; Library Services; Management Systems; *Media

ED 413 939 JC 970 598

Kiefer, Robyn Dickinson
The Changing Role of Community College Faculty.
PUB DATE- 97
NOTE- 66p.; Master of Education paper in High Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; *Community Colleges; Decentralization; *Educational Change; *Educational Technology; Faculty Development; Futures (Of Society); Organizational Development; *Part Time Faculty; *Teacher Role; Technological Advancement; Two Year Colleges
IDENTIFIERS- Information Age

Designed for use by community college practitioners in planning for changes related to the advent of the Information Age, this paper provides an overview of the literature addressing the changing role of college faculty. The first section provides a context for the changes, focusing on forces acting upon the colleges, such as the economic requirements of the Information Age and changing student demographics, and the effect of these pressures on organizational structures and delivery mechanisms. The next section addresses changes in the management of student learning, describing the recent paradigm shift from teaching to learning and the changes that will be required in college structures and functions to adopt the learning paradigm. The following section describes the increasing use of part-time faculty in community colleges, part-time faculty characteristics, and concerns and solutions related to their use. The next section focuses on managing technology, exploring the benefits of networking technology in making instruction accessible and its effects on the traditional one-way model of delivery. The final section provides a summary of issues and outlines changes in faculty roles from workers in the old paradigm to managers in the new learning paradigm, as well as organizational decentralization that will accompany these changes. Contains 70 references. (BCY)

ED 413 940 JC 970 599

Baker, Ron
Distance Education in the Washington State Community and Technical Colleges.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.; Washington State Communications Technology Center, Olympia.
PUB DATE- 97
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Comparative Analysis; Correspondence Study; *Distance Education; Educational Trends; Enrollment; *Enrollment Trends; *Financial Support; Nontraditional Education; Program Implementation; Regional Planning; *State Surveys; Tables (Data); *Technical Institutes; Telecourses; Two Year Colleges; Vocational Schools
IDENTIFIERS- Washington Community and Technical Colleges

In 1997, a survey of distance education activities was distributed to all 32 Washington State community and technical

ED 413 958 JC 980 011

Tucker, Rich
Living-Learning Community. Fund for the Improvement of Postsecondary Education. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Commuting Students; Computer Assisted Instruction; *Computer Centers; *Educational Environment; *Educational Facilities; Educational Resources; Extracurricular Activities; Learning Activities; Learning Motivation; *Living Learning Centers; Mentors; Residential Colleges; Social Support Groups; Student Experience; Study Facilities; Tutorial Programs; Two Year Colleges
IDENTIFIERS- *Yakima Valley Community College WA

Yakima Valley Community College (Washignton) developed "A Living-Learning Community" in the Student Residence Center to create an intellectually stimulating and socially exciting environment for both resident and commuting students. The project strived to enhance the students' collegiate experience by providing them with a learning community in which they receive academic and emotional support. Goals included (1) motivating commuter students to spend more time on campus by providing a residence hall student mentor; (2) creating a residence center with exciting activities that cater to the commuter and residence students; (3) supporting academic studies by offering tutoring and computers at the residence center; and (4) increasing access to educational resources to students not participating in the program. Of the services provided by the Living-Learning Community, the computer lab has proven to be most beneficial to the participants. The addition of this facility has greatly increased the students' access to and understanding of technology. Non-residents are spending increased time in the lab and taking advantage of the community's other resources, and residence hall staff has gained valuable insight regarding student development. Appendices include information for the Fund for Improvement of Postsecondary Education, program schedules, and computer lab information. (YKH)

ED 413 959 JC 980 012

Apprenticeship Technology Programs at Ivy State College: 1997 Progress Report.
PUB DATE- 97
NOTE- 18p.; Progress report "does not necessarily represent the opinion of the Commission or of individual members."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; Associate Degrees; Community Colleges; Educational Certificates; *Enrollment; *Enrollment Trends; Full Time Equivalency; *Outcomes of Education; *Technical Education; Two Year Colleges
IDENTIFIERS- *Indiana

In June 1993, the Indiana Commission for Higher Education approved a model for Technical Certificate and Associate of

ED 413 977   PS 024 150

Pruchno, Rachel
Grandparents in American Society: Review of Recent Literature.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adults; Demography; Divorce; Family Structure; Grandchildren; *Grandparents; Legal Problems; Legal Responsibility; Literature Reviews; Research Needs; *Role Perception; Social Change; Well Being
IDENTIFIERS- *Grandparent Grandchild Relationship; *Grandparent Responsibility; Grandparents as Parents; Great Grandparents; Visitation Rights

This paper examines recent research on grandparents in American society. The review begins with a description of two key demographic changes that have altered the nature of grandparenthood: increased life expectancy and new rhythms in the family life cycle. Variations in the grandparent role are then discussed, including the development of typologies, the ambiguous nature and large variance in form and function, and social and legal rights and obligations. Research on the roles of grandparents with young grandchildren, including the impact of gaps in the nuclear family, such as divorce, death, or incarceration is summarized. The increasing role of grandmothers as surrogate parents and the accompanying problems are also discussed. The paper highlights the impact of grandparents on their grandchildren's lives, and the discrepant findings regarding the relationship of grandparents and adult grandchildren are also noted. The role played by the parental generation in mediating the grandparent-grandchild relationship is then described, including the impact on emotional closeness, the effect of divorce in the parent generation and the role of custody, and issues related to grandparent visitation and legal rights. Factors related to grandparents' psychological well-being, including satisfaction with the role and its relationship to broader life issues and the impact of gender, ethnicity, and social class on the grandparent role is also examined. The paper concludes with brief implications the great-grandparent role. Contains a 135-item bibliography. (KB)

ED 413 978   PS 024 779

Kagan, Sharon L.
Meeting Family and Community Needs: The Three C's of Early Childhood Education.
PUB DATE- 95
NOTE- 17p.; Paper presented at the Australia and New Zealand Conference on the First Years of School (6th, Hobart, Tasmania, Australia, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Community; Community Influence; Community Services; Context Effect; Cooperation; *Early Childhood Education; Family Needs; Family (Sociological Unit); *Social Change
IDENTIFIERS- Continuity; Socioeconomic Diversity

The efforts of those interested in the advancement of early

ED 413 995 PS 025 608

Ronacher, Carol
Development and Implementation of a Foster Parent Recruitment Strategy in a Treatment Foster Care Program.
PUB DATE- 97
NOTE- 76p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Foster Care; *Foster Family; Program Descriptions; Program Evaluation; *Recruitment
IDENTIFIERS- Florida; Permanency Planning (Foster Care)

A foster parent recruitment strategy was developed and implemented to increase the pool of potential foster parents in a treatment foster care program serving troubled children between 2 and 18 years in a south Florida community. Foster parents in this program were expected to implement a specific skill acquisition program for each child and maintain records of the child's progress. The problem in recruiting foster parents was documented through interviews and a literature review. The recruitment strategy involved a variety of techniques, including fliers, announcements in community bulletins, inserts in utility bills or paycheck envelopes, a finders' fee for current foster parents if they referred others, billboards, television public service announcements and press releases, and filling the position of Volunteer Foster Parent Recruiter. Evaluation results indicated that the number of inquiry calls from people interested in foster parenting increased an average of 400 percent over the 3-month data collection period. The number of contacts with recruitment resources increased over 1,000 percent. The number of referrals from current foster parents did not increase. The most effective recruitment methods were utility bill inserts, articles in community newspapers, and social service professionals. The least effective methods were brochures and posters. (Seven appendices contain examples of fliers, billboards, utility bill inserts, and press releases. Contains 26 references.) (Author/KB)

ED 413 996 PS 025 646

Courtney, Mark; Park, Linda
Children in Out-of-Home Care in Wisconsin: 1988 through 1994.
PUB DATE- 96
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Age Differences; Child Welfare; *Children; Comparative Analysis; Counties; Demography; *Foster Care; *Foster Children; Racial Differences; Sex Differences; Tables (Data)
IDENTIFIERS- Ethnic Differences; *Out of Home Care; Permanency Planning (Foster Care); *Placement (Foster Care); Wisconsin

This report examines trends in Wisconsin out-of-home care between 1988 and 1994. Chapter 1 of the report, "Out-of-Home Care Caseload Dynamics in Wisconsin," focuses on the disproportionate growth in the Milwaukee County caseload and seasonal variations. Chapter 2, "Characteristics of the Out-of-Home Care Population," reports that nearly two-thirds of

ED 414 014 PS 025 914

Hernandez, Donald; Saluter, Arlene; O'Brien, Catherine
We, the American Children.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Census Figures; *Children; Demography; Economic Status; Family Characteristics; Hispanic Americans; Minority Groups; Poverty; Profiles; Racial Differences
IDENTIFIERS- United States

This report, based on the 1980 and 1990 Census of Population and Housing, Public Use Microdata Samples, presents statistics on America's U.S. children. The report focuses on family living arrangements and economic circumstances. Special attention is devoted to similarities and differences between non-Hispanic white children and non-Hispanic black or Hispanic origin children. Written summaries along with charts and graphs detail the demographic data. Key findings include: (1) throughout the past 50 years, fewer than one-half of children have lived in "traditional" families where the father was a full-time worker and the mother a full-time homemaker; (2) a majority live with two parents, but an increasing proportion have only one parent in the home; (3) nearly all who live with a father have a father who is employed, but many have fathers who work part-time; (4) most children who live with a mother only have a mother who works for pay; (5) for every child that lives in a "traditional" two-parent family, four children live in "nontraditional" two-parent families; (6) the proportion of children living in families with high incomes increased during the 1980s, as did the proportion living in low-income or poverty level families; and (7) whether they live with two parents or only a mother, black and Hispanic children experience much higher poverty rates than white children. (EV)

ED 414 015 PS 025 916

Graham, James A.; Cohen, Robert; MacDonald, Christine D.
A Longitudinal Study of Awareness of Peer Liking on Children's Peer Relationships.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Interpersonal Competence; Interpersonal Relationship; Longitudinal Studies; Peer Evaluation; Peer Relationship; *Popularity; *Rejection (Psychology); Social Behavior; Social Cognition; *Social Development; Social Status; Sociometric Techniques
IDENTIFIERS- *Sociometric Status

This longitudinal study examined the associations between awareness of liking by peers and sociometric status to children's sociometric decisions and dyadic friendship choices. Subjects, 155 children in grades 1, 2 and 3, completed traditional sociometric nominations and sociometric ratings,

ED 414 035 PS 026 007

Rich, Dorothy
What Do I Say? What Do I Do? Vital Solutions for My Child's Educational Success. Featuring the MegaSkills Conversation Method.
PUB DATE- 97
NOTE- 51p.; Based on "WHat Do We Say? What Do We Do?" by the same author.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Academic Persistence; Children; Elementary Secondary Education; Parent Empowerment; Parent Influence; Parent Participation; *Parent Role; *Parent Student Relationship; Parents; Problem Solving; Self Esteem; Self Motivation; *Student Motivation; Student Responsibility; Teamwork
IDENTIFIERS- MegaSkills Home Curriculum; *MegaSkills Programs

This handbook provides advice to help parents, caregivers, and teachers arrive at personal answers to basic questions that affect children's achievement. The handbook is intended as a personal notebook in which are recorded reader responses to the home/school problems raised in the book "What Do We Say? What Do We Do?" The sections are: (1) "Confidence," detailing how to help children gain courage; (2)"Motivation," on how to help children keep interested in learning; (3) "Effort," addressing how to help children tackle hard jobs; (4) "Responsibility," on how to help children do what is right; (5) "Initiative," addressing how to help children accomplish work; (6) "Perseverance," on how to help children keep at something when success does not come immediately; (7) "Caring," detailing how to help children show love for family and friends; (8) "Teamwork," addressing how to help children work cooperatively; (9) "Common Sense," on how to help children say no; (10) "Problem Solving," outlining how to help children identify and solve a problem; (11) "Reading Together," providing checklists pertaining to parents reading aloud to children; and (12) "Keeping Track," providing a chart for recognizing and documenting a child's positive words and acts. (SD)

ED 414 036 PS 026 009

Child Care in Canada: Provinces and Territories 1995.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).
PUB DATE- 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Demography; *Elementary Education; Family Day Care; Family Work Relationship; Federal Legislation; Foreign Countries; Government Role; Indigenous Populations; *Primary Education; Program Descriptions; Public Policy; School Age Day Care; Special Needs Students; State Legislation; Tables (Data)
IDENTIFIERS- *Canada; State Policy

This report presents provincial/territorial and national data on

ED 414 053 PS 026 029

Stepping Stones To Using "Caring for Our Children": National Health and Safety Performance Standards for Out-of-Home Child Care Programs. Protecting Children from Harm.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 97
NOTE- 70p.; Introductory letter contains small, light type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accident Prevention; Child Advocacy; *Child Health; *Children; Communicable Diseases; *Day Care Centers; Disease Control; Early Childhood Education; Emergency Programs; *Facility Requirements; Family Day Care; Injuries; Risk Management; *Safety; Safety Education; School Safety; *Standards; Training Objectives
IDENTIFIERS- Day Care Licensing; *Day Care Regulations

Developed in support of state licensing and regulatory agencies as well as state child care, health, and resource and referral agencies, and a variety of other public and private organizations, parents, and advocacy groups, this guide identifies those standards most needed for the prevention of injury, morbidity, and mortality in child care settings. The first section of the guide, "Building: Safety Policies and Practices," addresses topics such as facility access, exits, electrical fixtures, heating and ventilation, fire warning systems, pest control, play areas, water supply, and environmental hazards. The second section, "Other Safety Policies and Practices," addresses topics such as sanitation practices, emergency plans and procedures, first aid, licensing, and illegal drugs. The third section of the guide, "Policies/Practices/Staff Training," addresses topics such as staff ratios, orientation, first aid and CPR training, staff health, background check, child abuse recognition, discipline practices, developmentally appropriate practices, medication administration, confidential information, and release authorization. The final section, "Infection Control," addresses topics such as hand washing, diapering, food safety, reporting communicable diseases, HIV children and staff, drop-in care, ill child exclusion, immunizations, and universal precautions. The appendix consists of a glossary of terms, research methodology, and immunization schedules. (SD)

ED 414 054 PS 026 037

Mellor, Andrew
Bullying at School: Advice for Families. Revised.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Coping; Elementary Secondary Education; Family School Relationship; Foreign Countries; Parent

ED 414 071 PS 026 075

Dalton, Joan; Watson, Marilyn
Among Friends: Classrooms Where Caring and Learning Prevail.
PUB DATE- 97
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Childrens Literature; Cooperation; Culturally Relevant Education; *Educational Environment; Educational Philosophy; Elementary Education; *Grouping (Instructional Purposes); Problem Solving; Relevance (Education); Self Motivation; Student Adjustment; Teacher Role; *Teacher Student Relationship; Teaching Methods; *Values Education
IDENTIFIERS- *Caring; *Learning Communities

When children feel that they are among friends in their schools and classrooms, they make the school community their own. Using classroom vignettes and collegial conversations, this book illustrates the creation of caring learning communities in six elementary school classrooms. Part 1 of the book, "Four Keys to Classroom Community," focuses on strategies to foster caring relationships, including: (1) beginning the year with care, and helping children to know each other; (2) teaching humane values through establishing class norms with children, collaborative learning, spontaneous learning about values, and use of literature; (3) honoring intrinsic motivation through connecting learning to children's lives, usefulness, and community values; and (4) learning for understanding. Section 2, "Practical Tips from Teachers," presents suggestions for initiating changes in the classroom, including using familiar instructional formats even though the content changes; and forming groups, especially considering activity goals in group formation and group size and duration. This section also discusses challenges in incorporating collaborative activities in the classroom, including problem solving with children, when and how teachers should intervene, and adjustment of lessons for children. In addition, the section addresses coherence between the academic and affective goals for children, including teachers' ways of organizing instruction, relating to students, or conceptualizing the teacher role. The book's final section, on resources, includes an overview of motivation and learning theory, suggestions for community-building activities, a collaborative activity checklist, and excerpts from "Blueprints for a Collaborative Classroom" on interviewing and poetry formats for partner and group work. Contains 52 references. (Author/KB)

ED 414 072 PS 026 076

Landsverk, Ruth Anne
Families, Communities, Schools--Learning Together, Fall 1997. Bulletin 98122.
PUB DATE- 97
NOTE- 38p.; The "Learning Together" packets are produced periodically, in the Fall and/or Spring of each year. For previous items in this series, see ED 392 524, ED 408 029, and ED 408 083.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 414 088 PS 026 104

The Study of Opportunities for and Barriers to Family Involvement in Education: Preliminary Results. Survey.
SPONS. AGENCY- Partnership for Family Involvement in Education (ED), Washington, DC.; GTE Foundation, Stamford, CT.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- After School Programs; Elementary Education; Employer Employee Relationship; Family Involvement; Family School Relationship; Junior High Schools; Middle Schools; *Parent Attitudes; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Partnerships in Education
IDENTIFIERS- Role of Technology

Participants were drawn from the 1996 General Social Survey, which constructed a nationally representative sample of households to study social indicators in the United States. Findings summarized in this report reflect information collected from about two-thirds of parents identified in the earlier survey. During a 10-minute telephone interview, the study asked parents of elementary and middle school students to report on several dimensions of their involvement in their children's education, including: (1) how parents feel about their opportunities to be involved in their children's schooling; (2) how schools encourage parental involvement in students' learning; (3) what additional educational resources parents value; (4) how and what schools communicate to parents about students' learning; and (5) what employers do to support parental involvement in schooling. Key survey findings include: (1) parents think schools see them as important partners in helping their children learn; (2) an overwhelming majority of parents believe that they and their children's teachers should learn more about how they can be effectively involved in their children's education; (3) according to parents, elementary schools appear to do better in key aspects of family involvement than do middle schools; (4) new technologies remain an untapped resource for schools to communicate with parents; (5) most parents are either not involved, or would like to be more involved, in decisions affecting the academic life of the school; and (6) a third of parents said they signed agreements with teachers about how each would support their child's learning. (Seven tables summarizing survey results are included.) (LPP)

ED 414 089 PS 026 105

Early Childhood Education: The Young Child with Reading Difficulties (April 28-June 21, 1996). Report on Course.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Child Development; *Early Childhood Education; *Emergent Literacy; English (Second Language); Foreign Countries; Instructional Materials; Kindergarten; Kindergarten Children; Learning Disabilities; Parent Attitudes; Parent Participation; Parent Teacher Cooperation; Preschool

ED 414 105 RC 021 187

Gouveia, Lourdes; Stull, Donald D.
Latino Immigrants, Meatpacking, and Rural Communities: A Case Study of Lexington, Nebraska.
PUB DATE- 97
NOTE- 23p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Attitudes; *Community Change; Demography; Educational Needs; *Employment Patterns; Enrollment Trends; Hispanic Americans; Housing Needs; Immigrants; Limited English Speaking; *Meat Packing Industry; *Mexican Americans; Population Growth; Poverty; Quality of Life; Socioeconomic Influences
IDENTIFIERS- *Latinos; *Nebraska; Newcomers; Service Utilization

In 1988, IBP, the world's largest meat processing firm, announced it would open a beefpacking plant in Lexington, Nebraska. This was part of the latest wave of meatpacking restructuring which moved plants away from urban centers and union strongholds to rural communities. This paper examines community changes accompanying the opening of a large meatpacking plant and the arrival of Latinos, who comprise 70-80 percent of the plant's work force. Data from Nebraska Job Services, Social Services, Dawson County Register of Deeds, the U.S. Census, and Haven House, which provides temporary food and shelter to newcomers, were used to examine IBP hiring patterns, immigration patterns, general assistance benefits, social services requests, school enrollment and turnover, and job service applications. Interviews with newly arrived Latinos yielded information on household composition, education, English language skills, and work history. Interviews with established residents of Lexington provided baseline data and data concerning community attitudes towards IBP and socioeconomic changes associated with the plant. Recommendations for community residents and leaders in these "new" meatpacking communities include creating a positive context of reception for new immigrants, creating economic development beyond IBP, and building for a second generation. (Contains 40 references and 10 figures.) (TD)

ED 414 106 RC 021 188

Siles, Marcelo E.; Elicerio, Monica B.; Gonzalez, Manuel
Mutual Concerns of Farmers and Farmworkers: An Agenda for Building Partnerships in Michigan.
PUB DATE- 95
NOTE- 102p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Attitudes; Civil Rights; Educational Attainment; Educational Needs; Elementary Secondary Education; *Employer Employee Relationship; *Farmers; Health Insurance; Health Services; Higher Education; Housing Needs; Labor Legislation; Law Enforcement; Legal Aid; Migrant Education; Migrant Problems; Migrant Programs; *Migrant Workers; *Needs Assessment; *Seasonal Laborers; Social Services
IDENTIFIERS- *Michigan

This document reports on a survey regarding the needs and concerns of 51 members of grower associations, 35 seasonal farmworkers, and 74 migrant farmworkers in Michigan. The survey was conducted during the conference "Building Partnerships:

ED 414 122 RC 021 268

Link, William A.
A Hard Country and a Lonely Place: Schooling, Society, and Reform in Rural Virginia, 1870-1920. The Fred W. Morrison Series in Southern Studies.
SPONS. AGENCY- North Carolina Univ., Greensboro.
PUB DATE- 86
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Black Education; *Centralization; Community Control; Compulsory Education; *Educational Change; Educational Development; Educational History; Educational Practices; Elementary Secondary Education; Modernization; One Teacher Schools; Public Education; *Resistance to Change; Rural Education; *Rural Schools; *School Community Relationship
IDENTIFIERS- *Virginia

This book aims to understand Virginia's rural past through a study of its schools. Rural Virginia schools of the late 19th and early 20th centuries were affected by at least three distinctly southern influences: the legacy of the Civil War and Reconstruction, regional underdevelopment and poverty, and the dilemma of racial coexistence in the postemancipation South. On the other hand, rural Virginia schools were also representative of rural America in that they were dominated by local communities. Even after the eventual victory of centralizing reformers, localism and the ability of Black and White communities to control their schools continued to shape the character of rural public education. Part 1 of this book focuses on localism and the rural school and discusses life in post-Reconstruction rural Virginia, the effects on schooling of geographic and social isolation, rural school governance through community compromise and consensus, teacher selection and characteristics, teaching conditions, choice of school location, racial segregation, school buildings and furnishings, factors affecting enrollment and attendance, textbooks and curriculum, and pedagogy. Part 2 examines the modernization of schools and discusses the urban roots of rural reform, civic group activism, the influence of missionaries and philanthropists, the vision of public education as a form of progressive governmental intervention, the advent of compulsory education and statewide bureaucracy, professionalization of teachers, school consolidation, student transportation, the school as public health center, changes in curriculum, agricultural education, rural extension, industrial education for Blacks, continuing racial inequality, the beginnings of Black high schools, and the Negro Organization Society. Appendices include 40 data tables. Contains references in notes, photographs, and an index. (SV)

ED 414 123 RC 021 269

Harwell, Rick, Ed.; Comstedt, Timothea, Ed.; Roberts, Nina, Ed.
Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings (25th, Asheville, North Carolina, November 23-26, 1997).
PUB DATE- 97
NOTE- 299p.; For selected individual papers, see RC 021 270-295.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

ED 414 140 RC 021 286

Lair, Michael A.
The P.A.G.E. Team Alignment Process.
PUB DATE- 97
NOTE- 12p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269. P.A.G.E. is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Andragogy; *Corporate Education; *Experiential Learning; *Group Dynamics; Inservice Education; Management Teams; Organizational Development; *Team Training; Teamwork; Transfer of Training

This paper describes a process by which developing or established teams can create a clear and common understanding of issues concerning team purpose, team approach, performance goals, role clarity, and mutual accountability. The major components of this process--Purpose, Approach, Goals, and Everyone mutually accountable--form the acronym P.A.G.E. Without a clear understanding of these four aspects, a team will never reach a level of high performance. The P.A.G.E. process is taught primarily to adults in business situations. The four stages of development for teams are forming, storming, norming, and performing. The P.A.G.E. process is most useful for teams that are in the formative stages of development because it helps accelerate teams through the forming, storming, and norming stages and avoids leaving team development to chance. "Nitro Crossing" is an experiential, interactive exercise used to familiarize team members with the principles of the technique. All members of the group participate in identifying the components of the task ahead of them and putting them onto a one-page outline. The concepts of continuous improvement are applied to the group process rather than to business processes because American business is less process oriented than task oriented, and a team that has taken care of internal business can place more emphasis on satisfying customer needs. Contains 13 references and a sample P.A.G.E. outline sheet. (TD)

ED 414 141 RC 021 287

McCormick, Deborah J.; Plugge, Carol D.
If I Am an Artist, What's Wrong with My Picture? Rediscovering Your Creativity in a Grown-up World.
PUB DATE- 97
NOTE- 8p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Art Expression; Coping; Creative Activities; *Creativity; Enrichment Activities; Experiential Learning; *Life Satisfaction; *Play; *Quality of Life; Self Expression; *Sensory Experience; Well Being
IDENTIFIERS- *Creative Play; Enjoyment; *Flow Characteristics

All persons are born and blessed with a creative nature, and are all artists of their own lives. By the time individuals reach adulthood, however, most of them have lost touch with their

ED 414 159 SE 060 646

Laraba, Peter; Wickland, Thomas J.
Educational Activities for the Life Over Time Exhibit at The Field Museum.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 94
NOTE- 39p.; Text illustrations by Marlene Donnelly and Lori Grove.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Dinosaurs; Earth Science; Educational Resources; Elementary Secondary Education; *Exhibits; History; Learning Strategies; *Museums; *Paleontology; Science Curriculum; Science Education; *Science Programs; Teaching Guides
IDENTIFIERS- Illinois; National Science Foundation

The activities presented in this book, designed to help 4th through 8th grade instructors teach about the history of life, help students prepare for a visit to a museum exhibit on life through time. The pre- and post-visit activities as well as the in-museum activities help students prepare for and enjoy their 4.5 billion year trip through time at The Field Museum in Chicago. Activities pertain to words from the past, developing a timeline, comparative anatomy, developing a museum visit journal, prehistoric bone structure, and prehistoric motion. Reading lists for both teachers and students are also included. (DDR)

ED 414 160 SE 060 722

Miller-Whitehead, Marie
An Analysis of Science Scale Scores for Grades 2-8 in Tennessee for 1990-1994.
PUB DATE- 97
NOTE- 15p.; For a related study, see SE 060 860.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Accountability; *Achievement Tests; Educational Change; Elementary Education; Finance Reform; Legislation; Mathematics Education; School Effectiveness; *School Statistics; *Science Education; *Scoring; Standards
IDENTIFIERS- Tennessee Education Improvement Act 1991

The use of statewide tests of student achievement as one component of accountability are certainly not new. An increasing number of states have mandated statewide testing through legislation aimed at tying financial incentives to a variety of accountability indicators including student achievement. These initiatives have generated several side effects, both positive and negative: (1) there has been a renewed interest in research on factors that influence student achievement; (2) the general public, ever-wary of tax increases, has been given a concrete measurement (however controversial) by which to gauge student success; and (3) teachers, administrators, and other professional educators have become increasingly aware of the public policy implications that quantitative data can have on schools, personnel, and school programs. As the result of a school funding equity lawsuit in the state of Tennessee, new legislation mandating revised school funding formulae and accountability procedures

ED 414 179 SE 060 899

Carr, Kevin Michael
A Constructivist Approach To Reflective Judgment and Science Literacy in Introductory College Science Instruction.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (15th, Jackson, WY, October 3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Astronomy; *College Instruction; *Constructivism (Learning); Critical Thinking; Higher Education; *Introductory Courses; *Qualitative Research; *Scientific Literacy; Undergraduate Study
IDENTIFIERS- *Reflective Thinking

A traditional introductory college astronomy course was restructured along constructivist lines to better foster a key component of science literacy: critical thinking about problems in science. The restructured course was lecture-free, problem-centered, and collaborative in structure. The Reflective Judgment Framework was used to better understand how the restructured course fostered critical thinking in science. Qualitative data were collected in the form of student interviews, student coursework, researcher field notes, and student learning journals. The students in the restructured course demonstrated significant diversity in their capacity to apply reflective judgment in the context of science. The course was experienced by students very differently as a function of reflective judgment development. It is recommended that introductory courses be restructured along constructivist lines to better foster reflective judgment. (Contains 27 references.) (Author)

ED 414 180 SE 060 900

Ponzio, Richard C.; Peterson, Kenneth D.
Adolescents as Effective Teachers of Child Science.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (15th, Jackson, WY, October 3, 1997). Reference listing contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Cross Age Teaching; Elementary Secondary Education; Peer Teaching; Qualitative Research; *Science Instruction; Tutors
IDENTIFIERS- 4 H Programs

There are several educational, social, and economic trends that converge to increase the need to understand how adolescents can best become more involved in the education of younger children. Many educators have pointed to the benefits of the rich and complex learning that occurs during cross-age tutoring. Current reforms in public school education feature an emphasis on teenage service to the community, including younger children, as an integral part of the high school program. Increased demands on parents to work outside the home have opened up new requirements for after-school day care for young children who can benefit from cross-age instruction. The literature on adolescents as educational instructors has emphasized the more

ED 414 199 SE 061 013

Yore, Larry D.
Leadership Interns in Undergraduate Elementary School Science Education Programs.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the School Science and Mathematics Association (Milwaukee, WI, November 13-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Communication Skills; *Course Evaluation; Educational Assessment; Educational Change; Elementary Education; *Elementary School Science; Evaluation; Foreign Countries; Higher Education; Inservice Teacher Education; *Internship Programs; Preservice Teacher Education; Qualitative Research; Science Instruction; Teacher Collaboration; Undergraduate Study
IDENTIFIERS- University of Victoria BC

This paper reports on an on-going action research study of the elementary school science education courses at the University of Victoria in Canada. The Department of Social and Natural Sciences requires that professors evaluate their teaching effectiveness annually using a variety of methods such as student evaluations, peer observations, course outline analyses, and other methods approved by the department chair. This requirement provides an excellent opportunity to conduct action research to document teaching, to reflect upon teaching, to improve practice, and to revise course outlines based on multiple sources of data. The leadership component of a course entitled Science Instruction in the Elementary School is the focus of this paper. This course attempts to enhance science education leadership in five ways: (1) develop knowledge of science education reforms, curricula, instruction, and assessment; (2) develop communication skills (oral and written); (3) workshop experience; (4) collaborative planning; and (5) reflective practice. All assignments except the final examination address these issues. The specific focus of this action research was the teaching internship in science. The effectiveness of the internship was documented with instructional artifacts produced by the interns (unit plans, lesson plans, class hand-outs), professors' journal notes and classroom observations, school principal and classroom teacher comments, and course evaluation comments. Qualitative analyses of these data sources revealed that the positive benefits of this internship include an improved relationship with the school, enhanced self-concept and teaching effectiveness of interns, a professor who can describe the teaching effectiveness of all elementary school science majors, and informal professional development for classroom teachers and professors. The negative aspects of the internship were that not all peer-pairs were effective collaborators, the school experience placed significant time demands on university students and professors, professional development experiences could be more formalized, and follow-up activities should be planned. (Author/DKM)

ED 414 200 SE 061 016

What Do Students Know? 1996 NAEP Science Results for 4th, 8th, & 12th Graders.

ED 414 220   SO 027 843

Fredericks, Anthony D.
Social Studies through Children's Literature: An Integrated Approach.
PUB DATE- 91
NOTE- 191p.; Illustrated by Rebecca N. Fredericks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Integrated Activities; Interdisciplinary Approach; Language Arts; *Picture Books; *Social Studies; Teaching Guides; Thematic Approach; Units of Study

This teacher's handbook, organized in two parts, gives theoretical support for integrating social studies and literature disciplines and serves as an instructional guide for classroom use. Part 1, "Children's Literature in the Social Studies Curriculum," provides a philosophical background for integrating social studies and whole language across the curriculum through thematic units based on children's literature. Practical suggestions are given for implementation of the approach. Part 2, "Activities and Processes," organizes lessons by the seven major areas of the social studies curriculum: child/self; family; community/neighborhood; city/country; states/regions; nation/country; and world. Focused on these themes, lesson activities are designed for each of 32 children's books. Examples of the books include: "Once There Were Giants" (Martin Waddell); "Ox Cart Man" (Donald Hall); "When I Was Young in the Mountains" (Cynthia Rylant); and "Mufaro's Beautiful Daughters" (John L. Steptoe). Each presentation includes a summary, social studies topics, content-related words, curricular perspectives, critical-thinking questions, related books and references, and activities. Appendices include an annotated bibliography of children's literature and social studies resources. An index and information about the author conclude the book. (MM)

ED 414 221   SO 027 844

Snodgrass, Mary Ellen
Literary Maps for Young Adult Literature.
PUB DATE- 95
NOTE- 223p.; Cartography by Raymond M. Barrett, Jr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Geography; Instructional Materials; *Integrated Activities; Intermediate Grades; Junior High Schools; Locational Skills (Social Studies); *Map Skills; *Maps; North American History; *Social Studies; United States History; World History
IDENTIFIERS- *Travelogues

The activities presented in this handbook are designed to help students envision the locations and landmarks of sites along journeys described in popular young adult literature (e.g., "The Adventures of Huckleberry Finn," "Born Free," "The Call of the Wild," "Catcher in the Rye," "I Know Why the Caged Bird

ED 414 242 SO 029 001

Appleby, R. Scott
Religious Fundamentalisms and Global Conflict. Headline Series No. 301.
PUB DATE- 94
NOTE- 99p.; A complete list of Headline Series titles (with ERIC Accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Foreign Policy; International Cooperation; *International Relations; International Studies; *Religion; *Religion Studies; *Religious Differences; Secondary Education; Social Studies; World Affairs; World Problems
IDENTIFIERS- *Religious Fundamentalism

This booklet examines the irreducible role of religion and authentic religious belief in several regional and international conflicts. Major manifestations of a global religious resurgence are the fundamentalist and fundamentalist like movements, which seek political power to complement and enforce their religious and cultural programs. Chapters include: (1) "The Surprising Resurgence of Religion"; (2) "The Rise and Social Dynamics of Fundamentalism"; (3) "The Impact of Fundamentalism"; and (4) "Interpretations of Fundamentalism." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

ED 414 243 SO 029 002

Heine, Jorge; Garcia-Passalacqua, Juan M.
The Puerto Rican Question. Headline Series No. 266.
PUB DATE- 83
NOTE- 92p.; A complete list of Headline Series titles (with ERIC Accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Foreign Policy; International Cooperation; *International Relations; International Studies; *Puerto Rican Culture; *Puerto Ricans; Secondary Education; Social Studies; *World Affairs; World Problems
IDENTIFIERS- *Puerto Rico

This booklet examines some of the critical issues that will affect the resolution of the Puerto Rican question of independence. Historical, social, political, economic and international dimensions of the issue are addressed. Chapters include: (1) "From Guanica to the New Deal"; (2) "The

ED 414 261 SP 037 664

Kelly, Keyes B.
Evolution/Role of Lesson Plans in Instructional Planning.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Reading/Literacy Conference (8th, Bakersfield, CA, August 22-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; Higher Education; *Instructional Development; *Lesson Plans; Limited English Speaking; Preservice Teacher Education; Prior Learning
IDENTIFIERS- Guided Practice

This paper discusses the evolution, development, and thinking behind eight lesson plan formats. A Herbartian 5-step lesson plan (1980) involves teachers' understanding and use of students' previous knowledge. It includes preparation of previous learning, presentation of new materials, association of old and new ideas, generalization, and application. A 4-step model consists of teachers presenting new material, demonstrating its use, providing practice, and evaluating the lesson's success. A reflective 5-step plan involves creating a description, objectives, materials and resources lists, procedures, and assessment plan. A 6-step clinical lesson plan consists of introducing the lesson, determining objectives, providing instruction, offering guided practice, providing closure, and assigning independent practice. An 8-step plan consists of a lesson introduction, behavioral objective, material introduction, skills modeling, guided practice, independent practice, assessment, and closure. A 12-step lesson plan involves setting goals and objectives, determining materials, planning student interaction, planning transitional activities, anticipatory set, modeling, checking for understanding, and offering guided practice, independent practice, closure, and evaluation. A Cross Cultural Language Development plan, which addresses student diversity, involves preparation, presentation, practice, evaluation, and expansion. An example of this is the Cognitive Academic Language Learning Approach (CALLA) Instructional Plan. A Specially Designed Academic Instruction in Sheltered English Lesson Plan targets non-English proficient students and includes: lesson title, focus question, outcomes, target vocabulary, primary sources, visuals, motivation, vocabulary activities, guided instruction, integrating language, assessment, and independent work. Eight appendices present the lesson plans. (SM)

ED 414 262 SP 037 665

Wegner, Scott B.; Holloway, Ken; Crader, Allan
Utilizing a Problem-Based Approach on the World Wide Web.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Courses; *Computer Uses in Education;

ED 414 280 SP 037 686

Massey, Marilyn S.; Hendricks, Charlotte M.
Identifying and Evaluating Children's Health Resources. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Health Education; *Health Materials; Health Promotion; *Parents as Teachers; Private Agencies; Public Agencies; *Resource Materials; Teacher Responsibility
IDENTIFIERS- ERIC Digests

This Digest provides guidance in helping parents and teachers judge the quality of health education resources and identify sources of appropriate materials. Sources of information about children's health include: university and community libraries, professional organizations and agencies, and the World Wide Web. Guidelines for judging content accuracy include: verifying the credibility of the publisher or source of the materials; reviewing the author's credentials; using one's own knowledge in recognizing misinformation; viewing with skepticism materials containing claims that sound too good to be true; and considering content appropriateness as well as timeliness. Teachers must be especially attentive to formats that are easily integrated into the classroom routine and curriculum, are culturally relevant, and are adaptable for students with special needs. A list of professional organizations, agencies, and Internet sites for health learning resources is included. (Contains eight references.) (LL)

ED 414 281 TM 027 669

Smith, Teresa A.
The Generalizability of Scoring TIMSS Open-Ended Items.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; English; *Error of Measurement; Foreign Countries; *Generalizability Theory; Intermediate Grades; International Education; *Interrater Reliability; Junior High Schools; Mathematics; Middle Schools; Sciences; *Scoring; *Test Items
IDENTIFIERS- Free Response Test Items; *Middle School Students; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) measured mathematics and science achievement of middle school students in more than 40 countries. About one quarter of the tests' nearly 300 items were free response items requiring students to generate their own answers. Scoring these responses used a two-digit diagnostic code rubric with the first digit determining the correctness of the response and the second used

ED 414 299 TM 027 745

Jorjani, Hamid
Demystifying Results-Based Performance Measurement.
PUB DATE- 97
NOTE- 57p.; Paper presented at the Annual Meeting of the Canadian Evaluation Society (Ottawa, Ontario, Canada, May 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Cost Effectiveness; Definitions; Foreign Countries; Leadership; *Organizational Change; *Performance Based Assessment; Private Sector; Program Evaluation; *Public Sector

Many evaluators are convinced that Results-based Performance Measurement (RBPM) is an effective tool to improve service delivery and cost effectiveness in both public and private sectors. Successful RBPM requires self-directed and cross-functional work teams and the supporting infrastructure to make it work. There are many misconceptions and definitional problems related to RBPM. In the first place, defining the scope of performance measurement in the public sector is particularly difficult in some instances, largely because it is difficult to define the bottom line in public service. In the second place, the concept of RBPM is to include or cross over on important topics such as accountability and empowerment. A third issue is that the idea of RBPM is strongly linked with management and leadership culture, so that it is difficult to describe it without reference to leadership, empowerment, accountability, and advances in information technology. The basic tenets of RBPM can be defined as responding to a changing environment, meeting the challenge of the public interest, and reporting performance measures that capture management's response and the public's interest. RBPM allows organizations to look at their missions. The important element is relevant performance comparison through an integrated, comprehensive set of measures that flow from the vision and strategy of top executives. Although RBPM has been associated with downsizing, it is really a strategic repositioning that allows organizations to focus on strengthening their competitive positions. (Contains 7 figures, 2 tables, and 52 references.) (SLD)

ED 414 300 TM 027 748

Martin, George I.
Location of Glossary Words as a Factor in Students' Performance on Vocabulary Tests.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (20th, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Glossaries; Grade 8; *Junior High School Students; Junior High Schools; *Performance Factors; Reading Skills; Reading Tests; Test Results; *Textbooks; *Vocabulary Development

This study involving 84 eighth-grade reading students in a rural middle school measured the effects of the location of glossary (vocabulary) words in anthology text books. Control groups read from texts with glossary words only at the end of the texts,

ED 414 318 TM 027 820

Shrader, Vincent E.
Designing a Teacher/Course Assessment Instrument for Distance Education.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Students; *Course Evaluation; *Distance Education; *High School Students; High Schools; Higher Education; *Independent Study; *Item Analysis; Measurement Techniques; Student Attitudes; Test Construction
IDENTIFIERS- *Brigham Young University UT

Independent Study (IS) at Brigham Young University (Utah) enrolls nearly 17,000 high school students and 13,000 college students each year. Results of student evaluations are used to help determine to what extent the IS courses and instructors are meeting student needs. IS administrators decided to redesign the student forms to provide a better measure of course effectiveness and student attitudes toward registration, service, and course materials. A study of about 300 completed forms helped identify trends in the data. Data from this analysis and from student interviews were used to construct new items that were assimilated into a possible item pool. Faculty members were asked to evaluate these items grouped into subscales. Approximately 50 faculty members responded to the request, and about 75 later replied to a request to evaluate a revised instrument. The developed instrument was then sent with each final examination packet until over 500 student forms were returned. An error in the key provided with the form resulted in a second field test with 116 forms for item analysis. This analysis showed that almost all the items had moderate to high adjusted item-total correlation coefficients. A refinement resulted in five subscales, and another item analysis supported these subscales. The instrument was accepted for use in IS evaluations. (Contains eight tables and eight references.) (SLD)

ED 414 319 TM 027 822

Moore, Alan D.; Young, Suzanne
Clarifying the Blurred Image: Estimating the Inter-Rater Reliability of Performance Assessments.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Correlation; Elementary Secondary Education; Generalizability Theory; *Interrater Reliability; Literature Reviews; *Performance Based Assessment; *Research Methodology; Test Use; *Test Validity

As schools move toward performance assessment, there is increasing discussion of using these assessments for accountability purposes. When used for making decisions,

*Educational Media; *Educational Technology; Educational Theories; Elementary Secondary Education; Films; Hypermedia; *Instructional Design; Microcomputers; *Multimedia Materials; *Nonprint Media; Overhead Projectors; Photography; Transparencies; Visual Literacy
IDENTIFIERS- Digitizing

This book helps teachers learn how to use and make educational media, covering traditional and new media such as computer laboratories, authentic assessment, theory bases, and hypermedia. Chapter topics progress from simple to complex. Each chapter includes clearly stated behavioral objectives that provide a study guide for students and can serve as a basis for assessment by the teacher. Ideas for making and using media are kept together so that students can understand the relevance of learning how to make media for teaching. New features for this 6th edition include expanded theory bases and technological trends; computer coverage in each chapter; stand-alone production instructions; pedagogical trends; and clear text design and layout. The book contains 12 chapters: Instructional Technology Today; Communication and Visual Literacy; Displays and Worksheets; Overhead Projection; Commercial Media--locating ready-made media, texts, computer software, free materials, bias in instructional materials, and electronic databases; Designing Instruction--instructional design models, goals and objectives, concept maps, and scripting a media project; Still Photography--slides, prints, digitized photos, cameras, lenses, projectors, and using stills in video production or hypermedia projects; Using Motion Media--film, tape, laser discs, and digitizing motion on a computer; Producing Motion Media; Audio Media--dubbing sound, sound effects, digitizing and manipulating sound, and incorporating sound into computer projects; Educational Computing and Hypermedia; and Teaching with Media. An index/glossary is provided. (SWC)

ED 413 884 IR 018 637

Meador, Karen S.
Creative Thinking and Problem Solving for Young Learners.
PUB DATE- 97
NOTE- 157p.; Part of the Gifted Treasury Series (Jerry D. Flack, Ed.). Illustrated by Christopher M. Herren.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; Class Activities; *Creative Thinking; Elementary Education; Evaluation Methods; Learning Activities; *Problem Solving; Student Needs; *Young Children

This book provides practical advice and lessons based on outstanding children's literature, fostering a better understanding of creativity and helping educators and parents recognize and nurture creative thinking in young children in grades K-4. The book describes components of the creative process--fluency, flexibility, originality, elaboration, and problem solving. It presents characteristics of creative thinkers who appear in children's literature, offers a variety of classroom activities that help young learners develop their creative processes, and addresses synergy in the classroom. Each chapter begins with fundamental information about the chapter topic, followed by literature-based activities that may be used as presented or adapted to fit student needs. Each activity falls into sequential segments that may be taught all differential to measure student responses. Findings suggest that pre-sessions improve the affective experience students have in the library; overall, pre-session students showed significantly more positive attitudes towards the library, the librarian, and the library instruction class than the students who only had a single instructional session. The pre- and post-test questionnaires are appended. (Contains 43 references.) (Author/AEF)

ED 413 902 IR 056 732

Fortner, Sandra
Information Needs of Appalachian Scholars.
PUB DATE- 97
NOTE- 37p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Citation Analysis; Citations (References); Higher Education; Journal Articles; Publications; *Reference Materials; *Researchers; Scholarly Journals; Sex Differences; Sociology; Tables (Data); *User Needs (Information)
IDENTIFIERS- *Appalachia; United States

The purpose of this study is to analyze the nature of materials used by scholars in the field of Appalachian studies. Citations were analyzed from four monographic works: "Appalachia and the Politics of Culture," "Appalachia in an International Context," "Appalachia: Social Context, Past and Present," and "Appalachia in the Making." Findings of the investigation revealed that: (1) men publish more articles than women relevant to Appalachia; (2) the articles were most frequently published in journals; (3) the subject most frequently written about was Sociology; (4) most articles were published in the United States; and (5) most of the articles had references that were more than 10 years old. (Contains 16 references and 12 charts and tables that show distributions). (Author/AEF)

ED 413 903 IR 056 733

Salaba, Athena
Inter-Indexer Consistency in Bibliographic Record Access Points between OCLC and RLIN.
PUB DATE- 96
NOTE- 46p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Bibliographic Databases; *Bibliographic Records; Cataloging; Classification; *Indexes; Information Retrieval; Libraries; Library Catalogs; Online Catalogs; *Reliability; Search Strategies
IDENTIFIERS- Access Control; *Inconsistency; OCLC; *Research Libraries Information Network

The purpose of this study was to examine the inter-indexer consistency in the assignment of selected access points between OCLC and RLIN (Research Libraries Information Network). Both databases are used by many libraries as bibliographic sources for copy cataloging. Access points were compared for differences in wording, MARC coding, and completeness. These access points included Library of Congress and Dewey classification numbers, main entry, uniform title, title statement and area of responsibility, title added entries,

Specialists; Reference Materials; Special Libraries; User Needs (Information)
IDENTIFIERS- Corporate Libraries; Electronic Resources; *One Person Libraries

This book provides an introduction to single staff information services, or SOLO librarianship. SOLO librarians are usually found in corporate libraries, private companies, small public libraries, museums, schools, churches or synagogues, prisons, law firms, hospitals or special libraries with specialized or limited materials and services with emphasis is on providing information, rather than books. A list of resources is presented that will come to the aid of the SOLO librarian. In 1991, the author helped establish the SOLO Librarian Division of the Special Libraries Association. The book is divided into two parts. Part 1, "Who We Are" (Chapters 1-7) focuses on a sample week in the life of a SOLO librarian; management issues; outsourcing and downsizing; SOLO libraries abroad; education for SOLOs and others; technology and the SOLO librarian; and the future of SOLO librarianship. Part 2, "Resources" (Chapters 8-12) highlights organizations; a SOLO's guide to education; vendors and suppliers; books and journals; and Internet sites and listservs. Appendices include: the Library Education Questionnaire; a detailed analysis of questionnaire responses; SOLO librarian survey; and demographics: results of surveys. (AEF)

ED 413 922 IR 056 754

James-Catalano, Cynthia N.
Researching on the World Wide Web: Spend More Time Learning, Not Searching.
PUB DATE- 96
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Electronic Libraries; *Information Retrieval; Information Sources; Navigation (Information Systems); Nonprint Media; *Online Searching; Reference Materials; *Research; Research Tools; *Search Strategies; *World Wide Web
IDENTIFIERS- Electronic Resources; Listservs; Search Engines

This book explains how to conduct effective research on the World Wide Web. The book is divided into two sections: "Research Tools" and "Search Strategies." The first section includes chapters defining the World Wide Web; Web addresses; indexes; online libraries; search engines; and newsgroups and listservs. The second section outlines characteristics of effective search strategies and covers strategies for specific areas of research, including: business and finance, education, genealogy, government information, Internet, medical information, music news, reference and literature, and science. Appendices include information on how to cite Internet sites, cyberlibrarian FAQs, and expert sources on the Web. (AEF)

ED 413 923 IR 056 755

Washington, Dorothy Ann
Are the Standards Adequate for Organizing African American Studies Resources?
PUB DATE- 94
NOTE- 15p.

colleges measuring number of courses, total seat counts, and quarterly full-time equivalent students (FTES). Survey findings included the following: (1) within individual distance education implementations, telecourses and correspondence courses were most popular; (2) since 1995-96 system distance education activities have experienced a steady increase of enrollments (up 12%) and FTES (up 16%) during 1996-97; (3) state support is the most common form of funding; (4) in comparison with total instructional efforts, distance education receives less state support than the classes in all forms, and a greater percentage of classes are funded through self support for distance education and FTES than for classes in all forms; and (5) though the number of colleges offering distance education decreased from 29 in 1994-95 to 27 in 1996-97, the number of classes offered increased by 45%. Appendices include the 1996-1997 survey instrument, a report on Washington colleges' system total instructional effort from all funding sources, and a chronology of community and technical college distance education. (YKH)

ED 413 941   JC 970 600

Sanchez, Jorge R.; Laanan, Frankie Santos
What Is It Worth? The Economic Value of Obtaining a Certificate or Associate Degree from California Community Colleges.
PUB DATE- 97
NOTE- 45p.; Paper presented at the Annual Conference of the California Association for Institutional Research (San Francisco, CA, November 20-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Associate Degrees; *College Graduates; Community Colleges; Education Work Relationship; *Educational Benefits; *Educational Certificates; Educational Status Comparison; *Employment Potential; Females; Followup Studies; Males; Student Characteristics; Tables (Data); Two Year Colleges; *Wages
IDENTIFIERS- *California Community Colleges

A study was undertaken to determine the economic value of receiving a vocational certificate or associate degree from the California Community Colleges (CCCs). The study examined state Unemployment Insurance Wage Record (WR) data for a cohort of 841,952 leavers and completers from the CCCs during 1991-92, comparing educational attainment by post-college earnings from the last year in college, first year out of college, and third year out of college for vocational students and all students. In addition, the study sought to determine the relationship between educational attainment and earnings for non-vocational students by age, ethnicity, gender, and economic status. Study findings included the following: (1) WR data were available for 70% of the sample in their last year in college and 66% of those their first year out of college, while over 60% of the former students had WR data 3 years out of college; (2) a positive relationship was found between formal education and earnings; (3) for all students, the greatest gains were among certificate completes at 15% and associate degree completers at 11%; (4) students under 25 who completed a certificate experienced a 25% gain, compared to a gain of only 10% for certificate completers over 25; and (5) although men earned more than women across the three time periods, the gap narrowed for women who had earned an associate degree or certificate.

Applied Science Apprenticeship Technology (AT) programs at Ivy Tech State College. By November 1997, 30 AT programs had been authorized at 12 different sites around the state. These programs include nine for bricklayers, five for carpenters, five for electricians, four for millwrights, four for plumbers and pipefitters, and three for sheet metal workers. Over the 4 years, both headcount and full-time equivalent (FTE) enrollments in the AT programs increased steadily, with headcounts increasing from 583 in fiscal year (FY)1994 to 759 in FY 1995 and 1,515 in FY 1996. Similarly, FTE enrollments rose from 251 in FY 1994 to 378 in FY 1995 and 730 in FY 1996. For FY 1997, AT headcount enrollment was estimated at 2,277, and FTE enrollment at 1,071. Sixty-one degrees were conferred through the AT program in FY 1996, compared with 15 estimated for FY 1997. Appendixes present three tables of 1994-97 data on headcount enrollments, FTE enrollments, and degrees conferred by site and program. (BCY)

ED 413 960 JC 980 013

Milliron, Mark D., Ed.
Leadership Abstracts, Volume 10.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Role; *Community Colleges; Cooperative Learning; *Educational Change; Educational Facilities; Educational Strategies; Educational Technology; Labor Force Development; *Leadership; *School Community Relationship; Two Year Colleges
IDENTIFIERS- Welfare Reform

The abstracts in this series provide brief discussions of issues related to leadership, administration, professional development, technology, and education in community colleges. Volume 10 for 1997 contains the following 12 abstracts: (1) "On Community College Renewal" (Nathan L. Hodges and Mark D. Milliron); (2) "The Community College Niche in a Competitive Higher Education Market" (Don Doucette); (3) "From Castles in the Air to Classrooms on the Campus: Using Collaborative Learning To Develop Facilities" (Lynn Sullivan Taber); (4) "Resources for Leaders" (Mark D. Milliron, Ed.); (5) "Both Sides Now: Perspectives on Community College Workforce Development" (Ruth G. Shaw); (6) "Community College Leadership in the Age of Technology" (Steven Lee Johnson); (7) "Building Community from the Inside Out" (Stephen K. Mittelstet and Gerardo E. de los Santos); (8) "The Purpose, Process, and Product of the Learning Revolution in the Community College" (Terry O'Banion); (9) "Embracing the Tiger: The Institutional Effectiveness Challenge" (John E. Roueche, Laurence F. Johnson, and Suanne D. Roueche); (10) "The Addictive Organization and the Community College" (Sheila Ortega); (11) "Providing Short-Term Educational Programs: Welfare Reform and One-Stop Centers" (Alice Villadsen and Nick Gennett); and (12) "High School Ain't What It Used To Be" (Sandy Acebo). (BCY)

ED 413 961 JC 980 014

Gaddis, Tony
Using Virtual Reality To Bring Your Instruction to Life.
PUB DATE- 97
NOTE- 25p.; Paper presented at the League for Innovation

childhood education have been focused mainly on pedagogical issues. Today, given the increasing complexities of life, it is an intellectual and functional imperative to take a contextual/developmental approach to early childhood education. This approach addresses two parameters of children's lives: their families and the communities. Part of this approach is to identify the following critical issues: (1) acknowledging the critical social trends that affect children and their families; (2) meeting the needs of diverse populations and communities; (3) discerning what families want and what communities provide; (4) establishing priorities between services to children and services to families; (5) understanding and addressing the lack of continuity and coherence; (6) deciding to focus on direct services or on the infrastructure; and (7) redressing the limited understanding of and constituency of early childhood education. The other part of the contextual approach is to address change, continuity, and collaboration. Through analytic investigation, educators need to examine not only demographic changes, but also technological, data, and political changes that influence children, their families, and communities. Strategic planning for change will produce the contextual changes that are needed for the support of children and their families. In order to have more durable and systematic changes, the creation of opportunities for continuity among communities--based on the knowledge acquired in the fields in the past--is necessary. Finally, it is important to have collaboration not only within the field but also outside the field. Such an outside collaboration may involve families, communities, and social, economic, and political leaders. (Contains 41 references.) (AS)

ED 413 979   PS 024 868

State of the Child 1996.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Birth Weight; Child Health; Child Welfare; *Children; Demography; Early Parenthood; Health Insurance; Incidence; Mortality Rate; Poverty; Prenatal Care; Racial Differences; *Social Indicators; State Surveys; Statistical Surveys; Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Massachusetts; Medicaid

This Kids Count report presents statewide trends between 1988 and 1996 in the well-being of Massachusetts' children. The statistical portrait indicator areas and topics examined include: demographics (children as percent of population, children by race/ethnicity, students whose first language is not English); economic well-being (percent of children living in poverty, children dependent on assistance programs, medicaid; EPSDT--Early and Periodic Screening, Diagnosis and Treatment); teen families (teen birth rates: Massachusetts vs. USA, Massachusetts births: teen vs. all women); and health (trends in adequacy of prenatal care, low birthweight: age and race/ethnicity, low birthweight: level of prenatal care and race/ethnicity, infant mortality by race, uninsured Massachusetts children). Findings indicate that between 1988 and 1996, Massachusetts dropped from 5th to 13th place nationwide on a range of indicators of child health and economic well-being. Massachusetts ranked 44th nationwide in its rate of improvement on key indicators. There has been children in out-of-home care are under 12 years, with males slightly more likely than females to be in out-of-home care. There are also age, racial, and location differences in the use of congregate care. Increasingly, children entering care are younger, males, African American, and are placed in foster homes. Chapter 3, "Length of Stay of Children in Out-of-Home Care," reveals that exit rates slow after 6 months, with slower rates in Milwaukee County, for African Americans, and for younger children. Chapter 4, "Modes of Exit for Children in Out-of-Home Care," reports that Milwaukee children had a lower exit rate to permanent placement than others and that younger children were more likely to be adopted and less likely to run away than older. Chapter 5, "Placement Stability of Children in Out-of-Home Care," reports that about 80 percent of children experience one placement, with African Americans having more stable placement histories than Whites. Chapter 6, "Reentry of Children into Out-of-Home Care," reports that 32 percent reenter care within 3 years, with a much lower rate in Milwaukee County, for African Americans and Hispanics than for Whites and Native Americans. Older children have a higher rate of reentry compared to younger ones, and those experiencing shorter stays in foster care have a higher rate of reentry than those with relatively longer stays. There was no significant relationship between child gender and reentry. The report's appendix delineates county-specific data. (KB)

ED 413 997 PS 025 668

Green, Anne
Let Them Show Us the Way: Fostering Independent Learning in the Elementary Classroom.
PUB DATE- 95
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Cognitive Style; Educational Change; Elementary Education; Elementary School Students; Elementary School Teachers; Social Environment; Student Attitudes; *Student Centered Curriculum; *Student Motivation; *Student Needs; Teacher Behavior; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Collaborative Learning; Learning Environment

Noting that individuals learn best through experiences freely chosen, this book is intended to help teachers create a community of independent learners in a classroom--showing how to let the curriculum and resources support rather than lead children's learning--and to demonstrate how to individualize each child's education. Chapter 1 introduces the reader to a community of learners in action. Chapter 2 presents examples of how children's passions and "storying" can support independent learning. Chapter 3 focuses on how to get such a community started in the classroom. Chapter 4 discusses how themes can facilitate students' choices and decisions about their learning. Chapter 5 describes students' bonding through collaboration. Chapter 6 uses a science fair project to illustrate how children can develop a real interest in learning. Chapter 7 discuss opportunities for developing divergent thinking. The concern about evaluation and the way assessment should take place is discussed in chapter 8. Chapters 9 and 10 examine the role of parents and school and were asked to evaluate the nominations and ratings they believed they had received. Three years later, when the children were in grades 4, 5, and 6, they again completed sociometric tests. Awareness of liking at grades 1-3 was positively related to peer assessed social competence in grades 1-3 and grades 4-6. In addition, among sociometrically rejected children, those whose social status changed at grades 4-6 had higher awareness of liking scores in grades 1-3 than those rejected children who remained rejected. (JPB)

ED 414 016 PS 025 926

Coiro, Mary Jo
Maternal Depressive Symptoms as a Risk Factor for the Development of Children in Poverty.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Child Development; *Depression (Psychology); *Economically Disadvantaged; *Mothers; Poverty; Symptoms (Individual Disorders); Welfare Recipients

Higher rates of mental health problems, including depression, have consistently been documented among lower-income samples, and the highest rates of depression have been found among low-income mothers with young children. This study examined maternal depressive symptoms as a risk factor for the development of children who are already at risk by virtue of their poverty status; the study also examined factors that may intensify or minimize the influence of maternal depressed mood over time. The sample consisted of 177 mothers from the control group of the JOBS Child Outcomes study. Initial and follow-up versions of the CES-D and HOME scale were completed to measure, respectively, mothers' self-reported depressive symptoms and the quality of the home environment. The Behavior Problem Index (BPI) and the Bracken Concept Scale were also completed to measure mothers' reports of their children's behavior and children's school readiness, respectively. Results showed that: (1) children whose mothers report higher levels of depressive symptoms are at risk for more behavior problems and lower school readiness; (2) mothers who received job training or worked during this time period experienced a significant decline in depressive symptoms; and (3) an increase in the mother's depressive symptoms can lead to poorer outcomes for the child, although experiencing a decrease does not necessarily wipe out the effects of the earlier depression. (Contains 17 references.) (EV)

ED 414 017 PS 025 935

Collins, Ann; Li, Jiali
A Study of Regulated Child Care Supply in Illinois and Maryland: A Report of the NCCP Child Care Research Partnership.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)

child care in Canada. Data collection methods included document examination for nation-wide statistics, and questionnaires sent to each provincial/territorial child care office, followed by telephone interviews with an official from each jurisdiction to update or clarify data. The report begins with a description of the federal role in Canadian child care. The bulk of the document is then organized according to province/territory, with each section containing the following information on child care: (1) relevant legislation; (2) contact information for the provincial official responsible for child care; (3) a description of child care services, including unregulated care, regulated care such as early childhood centers, school-age child care centers, family day care homes, and occasional centers; (4) policy and services for children with special needs; (5) aboriginal child care; (6) number of children from birth to 12 years of age, number of children with mothers in the work force, and number of children from birth to 14 years of age with disabilities residing at home; (7) family-related work leave policy; (8) child care space statistics; (9) child care standards and regulations; (10) child care funding; (11) child care administration; (12) description of the municipal role; (13) child care planning and development; (14) history of child care; (15) recent developments; and (16) key provincial/territorial child care organizations. The final section of the document presents in tabular format the national and provincial/territorial statistics. Contains 145 references. (KB)

ED 414 037 PS 026 011

Herr, Judy
Mastering CDA Competencies: Using "Working with Young Children". Revised Edition .
PUB DATE- 98
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Credentials; *Early Childhood Education; *Preschool Teachers; Professional Development; Self Evaluation (Individuals); Teacher Education; Workbooks
IDENTIFIERS- Caregiver Qualifications; CDA Competency Standards; *CDA Credential; *Child Development Associate

This guide is designed to be used with the textbook "Working with Young Children" to assist in the completion of requirements to earn the Child Development Associate Credential. Chapters coordinate with those in the textbook, providing opportunities to apply what is learned in the reading and in coursework. The chapters begin with a list of the CDA competency goals and functional areas addressed in the reading and exercises. Each chapter of the guide is divided into four parts. Part 1 involves a reading assignment from Working with Young Children, while part 2 entails reviewing the reading by answering short answer and essay questions. Part 3 requires conducting specific observations and using the guidelines to evaluate what was observed. Part 4 involves applying what was learned through answering questions, creating teaching strategies, planning activities, or outlining lessons. Pre- and post-training self-assessments are provided to evaluate how well the learner performs the CDA skills before and after completing the text and this guide. Guidelines for observation are provided. The 32 competency goals are divided into six major areas: (1) establishing and maintaining a safe, healthy learning

Materials; Parent School Relationship; *Parents; *Peer Relationship; Prevention
IDENTIFIERS- *Bullying; Great Britain

This booklet provides information and guidance for parents in Great Britain on dealing with bullying at school. It defines bullying, describes how families can identify if a family member is being bullied, and outlines how schools are trying to create an atmosphere where bullying is not tolerated. It also discusses how to "bully-proof" children by preparing them to cope with bullying behaviors and pressures at all stages in school and how to talk about bullying to children. In addition, the booklet suggests ways siblings and friends can help. It discusses what parents can expect schools to do, identifies problem areas where bullying is likely to occur, and recommends actions to take if the school seems to be doing nothing to address the issue. Strategies being used to reduce bullying incidents are described, including assertive discipline, bully boxes and courts, counseling, mediation, peer counseling, and the "shared concern" method. The booklet then highlights ways families can work jointly with schools to prevent bullying and deal with it when it does occur. How to deal with schools outside local authority control is highlighted, and other organizations to contact for help are described. A listing of organizational and print resources is included. (KB)

ED 414 055   PS 026 045

Ward, Margaret; Koopmans, Matthijs
Nonlinear Perspectives on Family Process: Chaos and Catastrophe Theories.
PUB DATE- 96
NOTE- 14p.; Parts of this paper presented at the Annual Conference of the National Council on Family Relations (58th, Kansas City, MO, November 7-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption; *Adoptive Parents; Family Relationship; *Family (Sociological Unit); Models; *Parent Attitudes; Parent Child Relationship; Theories
IDENTIFIERS- Adoption of Older Children; Catastrophe Theory; Chaos Theory; *Family Systems Theory

This paper explores the principal features of nonlinear dynamical systems and applies the theory to parents' acceptance of a child adopted at an older age. Although family systems theories tend to be weak in addressing family change, chaos theory and catastrophe theory allow consideration of sudden, discontinuous change. If stable, the family may withstand environmental and interaction variations without major system changes. If unstable, there may be a qualitative transformation in family interaction. Attractors are rituals, ideals, and behaviors which provide continuity and stability. Chaotic family behavior is seen in irregular movement among competing attractors without settling on one of them. Instability is present in the early stages following adoptive placement of an older child, as the family and child try to determine if the adoption is going to work. If instability reaches a threshold, the system is confronted with at least two possible steady states different from the first. There may be a sudden or gradual behavior change, or a sudden shift called a catastrophe. A catastrophe model of adoption success and failure involves the combination of unfulfilled parental expectations and the lack of a sense of

(055)
DESCRIPTORS- Adolescents; Elementary Secondary Education; Family School Relationship; Homework; Learning Activities; Middle Schools; *Parent Participation; Parent Responsibility; Parent Role; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; Parenting Skills; Parents as Teachers; Partnerships in Education; School Attitudes; School Community Relationship; Student Attitudes; Television Viewing; World Wide Web
IDENTIFIERS- American Education Week; Conversation; Goals 2000; Wisconsin

The Families in Education Program of the Wisconsin Department of Public Instruction has existed since 1987 to increase awareness of the need for schools to involve parents as partners in the education of their children. This parents' and teachers' guide presents ways that the theme for American Education Week, "Teaching Children To Think and Dream!" can be implemented. Articles from this issue contain information on the following topics: (1) using activities from the American Education Week; (2) how principals can gain community support for schools; (3) how several school districts used Goals 2000 seed grants to promote family-community-school partnerships; (4) ways to strengthen family-teacher relationships; (5) students' attitudes toward and suggestions for schools; (6) family mealtime conversation starters; (7) family television viewing; (8) ways to positively influence children's development; (9) activities of the "Wisconsin Reads!" program; (10) redefining family involvement; and (11) ways to improve school-family-community partnerships in the middle grades. Also included are lists of things teachers wish parents would do and things parents wish teachers would do, family-fun web sites, guidelines for fair family discussions, guidelines for raising teenagers, and a checklist for helping children with homework. (KB)

ED 414 073 PS 026 079

MacDonald, James D.; Rabidoux, Paula
Before Your Child Talks: Practical Guides for Parents and Professionals. A Curriculum for Building Social Habits that Prepare Children for Language.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Disabilities; Individualized Education Programs; Individualized Family Service Plans; *Infants; Interpersonal Competence; *Language Acquisition; Nonverbal Communication; Parent Materials; Play; Professional Development; *Social Development; *Young Children
IDENTIFIERS- Conversation; Ecological Communication Model; Preverbal Communication

Many social processes are needed before a child is ready to speak, but many educational and therapeutic approaches to preverbal children do not address the social skills that are prerequisite to effective communication. This curriculum manual contains activities for educating parents and professional to help children develop the social skills needed before speech. The activities were designed for infants with typical or delayed development, late-talking children, and children with

Children; Prevention; *Reading Difficulties; *Reading Instruction; Second Language Instruction; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs

An 8-week course on early childhood education focusing on preventing reading difficulties was conducted and evaluated in Haifa, Israel. The course objectives were to: (1) review child development in its relationship to reading; (2) examine reading theories and teaching methods; (3) analyze the effects of the child's environment on reading; (4) practice teaching techniques; and (5) acquire strategies and tools for changing parents' and teachers' attitudes. There were 28 participants from 23 countries from Africa, Asia, Europe, and the Caribbean. Teaching methods included lectures, workshops, small group activities, professional study visits, and a re-entry workshop. Participants evaluated texts for teaching reading brought from their respective countries. Participants planned and presented reading lessons and wrote and illustrated stories for young children. Topics covered in the course included: (1) reading instruction; (2) development of language, literacy, and narrative skills; (3) teaching English as a second language; (4) cooperative learning; (5) social and emotional aspects of learning; (6) psychomotor development and sensory integration; (7) using dance and movement with children with learning disabilities; (8) parents as partners in their child's education; (9) changing attitudes; and (10) gender and development. Participants wrote a final project based on some aspect of teaching reading which could be implemented in their educational setting. In addition to the course sessions, various social and cultural activities were planned for the participants on weekends. Course evaluation results indicated that participants were satisfied with the course content and level, highly valued the opportunity to meet colleagues from different cultures, and pleased to visit the holy and historical sites of Israel. (Three appendices contain the list of participants, course schedule, and evaluation results.) (Author/KB)

ED 414 090   PS 026 106

Workshop on Emergent Literacy in Childhood Report (Suva, Fiji, February 5-23, 1996).
SPONS. AGENCY- Ministry of Education (Fiji).; United Nations Children's Fund, New York, NY.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Evaluation; *Early Childhood Education; *Emergent Literacy; Foreign Countries; Kindergarten; Program Effectiveness; Teaching Methods; Workshops
IDENTIFIERS- Developmentally Appropriate Programs; Fiji

This document reports on a workshop on emergent literacy in early childhood held in Fiji. The workshop was sponsored by UNICEF and the Fiji Ministry of Education. The course objectives were to: (1) review education philosophies and methodologies currently influencing early childhood education in Fiji; (2) gain extended knowledge on language enrichment through a variety of activities; (3) prepare learning activities for 3- to 6-year-olds; and (4) gain extended understanding in curriculum planning. Prior to conducting the workshops, the presenters observed several Fiji kindergartens in different

Growers, Farmworkers, and Agencies United," held on December 10, 1994, in Lansing, Michigan. The age and work history of the survey participants varied: growers' mean age was 49.2 years with an average of 26.8 years of farm work, seasonal workers reported a mean age of 31.8 and averaged 15.5 years of farm work, and migrant farmworkers had an average age of 30.8 years and averaged 16.9 years of farm work. Growers reported the highest level of education with more than 50 percent having at least a 4-year college degree. Both migrants and seasonal farmworkers reported very low educational levels: 83.6 percent of migrants and 71 percent of seasonal farmworkers had not graduated from high school. The majority of the report consists of figures illustrating survey data and comments from survey participants regarding issues related to health care, housing, Head Start and day care, migrant education, adult education, employment and training, social services, employment services, availability of farm labor, labor laws, migrant legal services, civil rights, discrimination, and law enforcement. Opinions on the need for services varied widely, both between and within groups. Nevertheless, this report stresses the importance of encouraging harmonious relationships between farmers and hired farmworkers and the need for agencies to address common interests and concerns of these groups. (LP)

ED 414 107 RC 021 189

Creating Safe and Drug-Free Schools. IDRA Focus.
PUB DATE- 97
NOTE- 21p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Conflict Resolution; Crime; *Discipline Problems; Educational Environment; Elementary Secondary Education; Intervention; Nontraditional Education; Parent Participation; Parent Student Relationship; *Prevention; *School Safety; *Student Behavior; Substance Abuse; Violence
IDENTIFIERS- *Drug Free Schools; School Recognition Programs; *Texas

This theme issue focuses on programs and strategies aimed at developing crime-free, nonviolent, drug-free schools. "Alternative Education Programs: Resolution or Exclusion?" (Albert Cortez) describes alternative education programs mandated by Texas state legislation for serious student offenders, and related issues of assessment, due process, curriculum, and personnel. "Essential Ingredients for Creating Safe, Orderly, Drug-Free Schools" lists and explains 11 steps to achieving safe schools. "Are We Creating Safe and Drug-Free Schools?" (Anita Revilla, Christie L. Goodman) presents national and Texas state statistics on school drug use and violence in relation to Goals 2000. "Look Who's Listening: Communication Between Parents and Teenagers" (Aurelio M. Montemayor) describes monthly parent-student meetings at Cummings Middle School (Brownsville, Texas). "'I Am What I Am'--Resolving Conflict Peacefully" (Juanita Garcia) details the work of the Texas STAR Center in enabling school leaders to experience and learn approaches for improved community-school communication. A sidebar lists four strategies for conflict resolution. A statewide recognition program conducted by the STAR Center is explained in "Texas Safe and Drug-Free Schools and Communities 1996-97 Recognition Program" (Dorothy L. Knight). "Facing Denial and Fostering Support" (Carlos Sundermann-Villavicencio) narrates a personal experience of a school's failure to intervene to prevent a student suicide and

DESCRIPTORS- Adolescents; *Adventure Education; Corporate Education; Disabilities; Elementary Secondary Education; Environmental Education; *Experiential Learning; Group Activities; Higher Education; *Individual Development; Learning Strategies; *Outdoor Education; Program Descriptions

IDENTIFIERS- *Adventure Therapy; Outdoor Leadership

This proceedings contains 36 papers presented at the 25th Annual Conference of the Association for Experiential Education. Papers are: "The Woods and the Trees: Interpreting Experiential Education for Schools and a Greater Audience" (Joanna Allen, John Hutchinson); "Adventure Programming & Prevention of Adolescent Problem Behaviors: Applying Research and the Public Health Model of Prevention" (Charles Ayers, David Shavel); "Are Those Families Swinging from the Branches? Helping Families Find Solutions through Adventure Therapy" (Scott Bandoroff, Andrea Parrish); "Something Old, Something New, Something Borrowed, and Something Blue. New Ideas for Challenge and Adventure Programs" (Jim Cain); "Wings, Strings, and Flying Things" (Jim Cain); "A Day at the Improv.... The Assessment and Treatment of Musculoskeletal Injuries in the Backcountry" (Brent Cochran); "Experiential Training for Empowerment of the Workforce" (John A. Cook); "The Apache Rescue Team" (David Line Denali); "Walls We Climb" (Eric L. Evans); "A Hero's Journey: A Freshman Orientation Challenge Course Program" (L-Jay Fine); "Instructor Qualifications: What Directors Want" (Daniel Garvey, Michael Gass); "Expressive Counseling Techniques: A Rationale" (Jackie S. Gerstein); "Living History As an Experience" (Jim Gilbert, Lisa Gilbert); "Examining the Fruits of the Outdoor Education Tree from a Gender Perspective" (Tonia Gray); "Hamsters?! What Does 4-H Stand For, Anyway?" (Brenda Grundeen); "Tapping Your Humor and Creativity Roots for Experiential Education" (Avery M. Henderson); "Attitudes and Perceptions Concerning Persons with Disabilities: Potential for Growth" (James T. Herbert); "The Twelve Steps Experientially" (Lianne Horne); "Spiritual Model for Experiential Education" (Bert Horwood, Hans-Peter Hufenus, Arlene Ustin); "What Is an Efterskole?" (Joyce Dinwiddie Johnson); "Equine Assisted Psychotherapy" (Gregory W. Kersten); "Clearness: A Tool for Personal Discernment" (Sandy Kohn); "Handling Difficult Times and Learning Resiliency" (Kathleen Konrad, Jim Bronson); "The P.A.G.E. Team Alignment Process" (Michael A. Lair); "If I Am an Artist, What's Wrong with My Picture? Rediscovering Your Creativity in a Grown-Up World" (Deborah J. McCormick, Carol D. Plugge); "Evaluation As a Development Tool" (Patrick S. McFarlane); "Facilitating and Learning at the Edge of Chaos: Expanding the Context of Experiential Education" (Carl Oekerman); "The Reality of Experience" (Gail Ostrishko); "Walking a Path of Transformation: Using the Labyrinth As a Spiritual Tool" (Carol D. Plugge, Deborah J. McCormick); "Organizational Awareness: Using Natural Systems To Understand Organizations" (Michael Popowits, Kevin Reeve); "Human Dimensions of Expeditions: Deeply Rooted, Branching Out" (Tom G. Potter); "Chiji Processing Cards and Non-directive Facilitated Processing" (Steven Simpson, Dan Miller, Buzz Bocher); "Social Justice in Outdoor Leadership" (Karen Warren, Angel Russek); "Living with the Earth: An Outside Interactive Acclimatizing Workshop" (Donald F. Webb Jr.); "Celebrate the Difference: Meeting the Needs of LD and ADD Participants" (John Willson); and "Experiential Techniques for the College Classroom" (Scott Wurdinger). Includes title and author indexes. (SV)

ED 414 124 RC 021 270

creativity, believing only "others" are "artists." Awareness of and regular use of the creative aspect of their being makes substantial contributions to establishing a healthy balance in their lives, learning more about themselves, providing options for action, and enriching the quality of their lives on a daily basis. "Flow" is a state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it. Regular flow experiences improve subjective well-being; people report feeling happy and fulfilled, with a sense of meaning and purpose in their lives. The eight characteristics of enjoyment, which are characteristic of creative activities as well, are presented, as are as eight activities that remove blocks to creativity and allow people to once again experience the joy of creation. Creative play helps individuals meet the needs that they have ignored as adults, and offers opportunities to heal and live happier, healthier, and more productive lives. Contains eight references. (TD)

ED 414 142   RC 021 288

Oekerman, Carl
Facilitating and Learning at the Edge of Chaos: Expanding the Context of Experiential Education.
PUB DATE- 97
NOTE- 7p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; *Experiential Learning; Group Dynamics; Models; Organizational Development; Play; Risk; Role of Education; *Systems Approach
IDENTIFIERS- *Chaos Theory; *Complex Adaptive Systems; System Dynamics

Significant recent discoveries within a number of scientific disciplines, collectively referred to as the science of complexity, are creating a major shift in how human beings understand the complex, adaptive systems that make up the world. A complex adaptive system consists of networks of large numbers of agents that interact with each other and with their environment according to a set of rules. This set of rules contains two subsystems: a dominant, or legitimate, subsystem that encompasses the system's primary task, and a recessive, or shadow, subsystem that operates outside of the system's primary task, providing the arena for play, exploration of new behaviors, and creativity. The shadow subsystem also seeks to undermine or modify the dominant subsystem through change. These two subsystems coexist in dynamic tension, and when the system is operating in the narrow zone between order and chaos, called a phase transition, or "the edge of chaos," it is operating at its highest level of functioning. Here is where the system creates space for novelty, where the greatest information processing takes place, where risks are taken and new behavior is tried out. Five factors that determine whether a system can move into the edge of chaos are identified. Practitioners of experiential education, working with and within complex human systems, already intuitively understand many aspects of complex system dynamics, and are ideally suited to use their skills in broader applications. Organizations and institutions shifting to the new paradigm of complex systems was implemented in 1991 for all K-12 public schools. Part of the accountability procedure includes mandated annual testing of all students in grades 2 through 8 in the areas of science, math, language arts, reading, and social studies. The goal of the Tennessee Education Improvement Act (EIA) of 1991 is to reduce variability among scores in school systems across the state regardless of socioeconomic status (equity), and to ensure that all students are progressing (or value-added) from one year to the next in each of the key subject areas. These goals are reflective of the national trend toward increased accountability in education. This research, focusing solely on the area of science, addresses the following questions: (1) is there evidence of more equity and value-added in student scores?; (2) was variability in scores decreasing?; (3) how do scores compare across years and grade levels?; and (4) what are the implications for curriculum and assessment reforms? The data set for this study consisted of scale science scores in 133 Tennessee public schools, grades 2-8, for the years 1990-1994. The null hypothesis of the investigation was that there is no difference in science scale scores across years or grade levels. (Contains 11 references.) (Author/DKM)

ED 414 161 SE 060 742

Wilson, Ruth A.
Natural Beginnings: A Teacher Training Model for Early Childhood Educators.
SPONS. AGENCY- Ohio State Environmental Protection Agency, Columbus.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activity Units; Class Activities; Classroom Environment; Community Programs; Early Childhood Education; Ecology; *Environmental Education; Habitats; *Inservice Teacher Education; Learning Activities; Partnerships in Education; Preschool Education; *Preschool Teachers; Teaching Methods; Values Education; *Workshops
IDENTIFIERS- *Environmental Awareness

This paper presents a description of Natural Beginnings, an early childhood environmental education teacher inservice workshop. The purpose, content, and format of the workshop are discussed, as are evaluation results. Evaluation results indicate that the workshop was highly effective in increasing teachers' confidence in infusing environmental education into an early childhood curriculum, fostering teachers' own understanding and appreciation of the natural environment, introducing teachers to environmental education materials and other resources in the community, and fostering partnerships between early childhood educators and environmental education resource professionals. One unique feature of the workshop was the development and field-testing of new environmental education materials (i.e., activity kits and instructional units) appropriate for the early childhood level. In addition to evaluating the effectiveness of the workshop, participant feedback was also used to develop recommendations for similar workshops in the future. Additional benefits resulting from the workshop include increasing parents' and colleagues' interest and involvement in environmental education activities. (Author/PVD)

ED 414 162 SE 060 748

limited role of "tutor" of material already presented rather than "teacher" of material new to the learner. This limitation has been described as being due to a restricted range of instructional moves, lack of sophistication in the tutor, and curricula which do not focus on the specific skills of the adolescent as an instructor. There is a need to better understand the potentialities of adolescents as science instructors for younger children. The purpose of this study done by the 4-H Youth Experiences in Science (YES) Project is to illuminate the interactions and other dynamics of adolescents as teachers in a science curriculum that was planned to use teenagers as the primary instructional source teachers rather than merely as tutors. This study found that the nature of child science (the instructional goal) was particularly well suited to the instructional strengths of teenagers. The adolescents were found to be effective at initiating exploration, play, manipulations, and testing of ideas and materials, all primary goals of child science learning. The implications of this study are important so that educators can plan curricula to take advantage of adolescents as effective instructors of child science. (Contains 29 references.) (DKM)

ED 414 181 SE 060 901

Calhoun, David O.; Bohlin, Carol; Bohlin, Roy; Tracz, Susan
The Mathematics Reform Movement: Assessing the Degree of Reform in Secondary Mathematics Classrooms.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Constructivism (Learning); *Educational Change; Educational Strategies; Epistemology; Mathematics Curriculum; *Mathematics Instruction; Program Evaluation; *Public Schools; Secondary Education; Secondary School Mathematics
IDENTIFIERS- California

This paper explores the nature and status of the mathematics reform movement (focusing on California's initiatives) in America's public schools, the connection between the reform movement and constructivist epistemology, the development of an assessment tool for measuring the degree of reform present in a secondary mathematics classroom, and the potential for investigating the relationship between the degree of reform and student achievement. Data analysis support the notion that measuring the degree of reform is possible and several instruments have a statistically significant degree of correlation with the expert rating. A discussion of future considerations is included and cautions against the use of rhetoric about reform now that research-based methods are available to measure the degree of reform. (Contains 49 references.) (DDR)

ED 414 182 SE 060 902

Monroe, Eula Ewing; Pendergrass, Michelle R.
Effects of Mathematical Vocabulary Instruction on Fourth Grade Students.
PUB DATE- 97
NOTE- 24p.; Major portions of this paper were published as

PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Change; Elementary Secondary Education; Grade 10; Grade 4; Grade 8; Hands on Science; *National Competency Tests; *Science Education; *Standardized Tests; *Student Evaluation

This document presents highlights from the 1996 National Assessment of Educational Progress (NAEP) Science Assessment for grades 4, 8, and 12. This is the premier issue of a series aimed at bringing these test results to a broader audience. Results are presented through easy-to-understand graphs and examples of test questions with student answers. Student performance is measured against the standards set by the NAEP governing board. The Proficient level is central, defining solid performance that demonstrates competency over challenging subject matter. The Basic level means partial mastery of fundamental knowledge and skills. The Advanced level signifies superior performance. Achievement levels are defined in detail for each age group. The 1996 NAEP Science Assessment contains: (1) multiple-choice questions that assess student knowledge of important facts and concepts and probe their analytical reasoning; (2) short and long written response questions that measure student ability to explain, integrate, apply, analyze, evaluate, and communicate scientific information; and (3) hands-on activities that probe student ability to make observations, perform investigations, and evaluate and apply results of investigations. Test data are combined and reported on both national and state levels. (PVD)

ED 414 201 SE 061 017

Ballator, Nada; O'Sullivan, Christine Y.; Jerry, Laura
NAEP 1996 Science State Report for Department of Defense Dependents Schools, Grade 4. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 127p.; For overall report, see ED 405 221. Produced "in collaboration with James E. Carlson, Audrey Champagne, Peggy Carr, John R. Donoghue, Will Pfeiffenberger, and Mistilina Sato." The name "Fiona Herr" appears as an author on the title page, but was later deleted by an errata page which also re-sequenced the authors.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Change; *Grade 4; Hands on Science; Intermediate Grades; *National Competency Tests; Problem Solving; *Science Education; Science Process Skills; Sex Differences; *Standardized Tests; *Student Evaluation; Tables (Data)
IDENTIFIERS- *Dependents Schools; National Assessment of Educational Progress; State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense

Sings," "The Island of the Blue Dolphins," "Lost Horizon," and "To Sir, with Love"). The resource links more than 30 works of fiction, nonfiction, and travelogues to geography. Titles selected are designed to appeal to a spectrum of interests and include international geographic sites. Each entry lists title, author, genre, and date of publication and gives a brief geographical summary. Included are itemized itineraries and multiple maps--each with label routes and insets to delineate the terrain featured in the book. A list of books for further reading is provided. Location and subject indexes conclude the book. (MM)

ED 414 222 SO 027 845

Kelly, Joanne
Newbery Authors of the Eastern Seaboard: Integrating Social Studies and Literature, Grades 5-8.
PUB DATE- 94
NOTE- 159p.; Photographs by Charles Kelly; drawings and maps by Pat Martin.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authors; *Childrens Literature; *Geography; *Integrated Activities; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Language Arts; *Locational Skills (Social Studies); *Map Skills; Maps; Social Studies
IDENTIFIERS- *Newbery Award; United States (East)

This guide, designed for use in upper elementary and junior high classrooms focuses on literary works by authors Cynthia Voigt, Elizabeth George Spear, Katherine Paterson, and Marguerite Henry, as a means of developing map skills and exploring the roads, towns, homes, landscapes, and eras of the authors. The geographic setting of each story is described and relevant activities are given. These activities encourage interdisciplinary learning in social studies, history, literature, and geography. Eastern seaboard locations include: Chincoteague and Assateague Islands, Virginia; Wethersfield, Connecticut; Crisfield, Maryland; and Smith and Tangier Islands in the Chesapeake Bay. Photographs, maps, drawings, book summaries, information about the featured authors, discussion questions, and reading lists are included. (MM)

ED 414 223 SO 027 953

Thompson, Kimberly Boehler; Loftus, Diana Standing
Art Connections: Integrating Art throughout the Curriculum. Grades 4-8.
PUB DATE- 95
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetics; Art; *Art Activities; Art Criticism; *Art Education; Art History; Discipline Based Art Education; Elementary Education; *Interdisciplinary Approach; Visual Arts

Based on concepts of discipline-based art education, this instructional resource presents art experiences which use a variety of media to integrate art across the curriculum. Basic concepts of art are introduced in the first five lessons. The

Commonwealth: Politics and Society"; (3) "An Economy in Transition"; (4) "Puerto Rico on the Global Scene"; and (5) "A Way Out of the Quandary." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

ED 414 244 SO 029 003

Karnow, Stanley
Vietnam: The War Nobody Won. Headline Series No. 263.
PUB DATE- 83
NOTE- 83p.; A complete list of Headline Series titles (with ERIC Accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Foreign Policy; International Cooperation; *International Relations; International Studies; Secondary Education; Social Studies; *United States History; Vietnam Veterans; *Vietnam War; War; *World Affairs; World History; World Problems
IDENTIFIERS- North Vietnam; South Vietnam; *Vietnam

This booklet examines the complex origins, the disputed lessons, and the legacy still to assessed of the war in Vietnam. The Vietnam War was a tragedy of epic dimensions, a struggle between victims. Chapters include: (1) "The Roots of American Intervention"; (2) "Americans at War"; (3) "Postwar Vietnam"; (4) "Saigon Revisited"; and (5) "The War Nobody Won." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

ED 414 245 SO 029 004

Bialer, Seweryn
The U.S.S.R. after Brezhnev. Headline Series No. 265.
PUB DATE- 83
NOTE- 84p.; A complete list of Headline Series titles (with ERIC Accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communism; Foreign Countries; *Foreign Policy; International Cooperation; *International Relations; International Studies; Marxism; Secondary Education; Social Studies; *Socialism; *World Affairs; World History; World

*Course Organization; Curriculum Development; Discovery
Learning; *Distance Education; *Education Courses; Educational
Technology; Higher Education; Preservice Teacher Education;
Student Attitudes; Teaching Methods; *World Wide Web
IDENTIFIERS- *Problem Based Learning; Southwest Missouri State
University

In 1997, Southwest Missouri State University faculty tried delivering coursework via the Internet. The first step in the process was to assess the medical model of problem-based learning for its adaptability to use on the Internet. The faculty determined that problems could be developed, put on the Internet, and monitored without denigrating the educational process. The next step was to find the right type of course and develop appropriate mechanisms for inquiry. The choice was an upper level curriculum course dealing with administration, development, and evaluation of a school district's curriculum. The course was flexible, with process generally more important than content. The next step was problem development. Faculty generated research-based problems using expected student outcomes from the course syllabus. The next step was developing structures or embedded parameters and using them to give some direction to students without tarnishing the problem-based delivery model. The final component was monitoring student progress and providing Socratic questioning, often via e-mail, fax, teleconferencing, and telephone. Project evaluation included exit interviews, surveys, participant debriefing, and comparison of examination scores with scores from a control group. Results indicated that experimental group members' scores compared favorably with those of the control group. Participants had positive feelings about course methodology. (SM)

ED 414 263 SP 037 667

Crow, Gary M.; Matthews, L. Joseph
Finding One's Way: How Mentoring Can Lead to Dynamic Leadership.
PUB DATE- 98
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)
DESCRIPTORS- *Assistant Principals; Elementary Secondary
Education; Inservice Education; Internship Programs;
*Leadership Training; *Mentors; *Principals; Professional
Development; Program Implementation; *School Administration;
*Socialization

Since new role changes resulting from school reform agendas can place a school administrator at any career stage in uncharted territory, a career-long mentoring approach is recommended. The first chapters of this book introduce the concept of mentoring and the socialization framework consisting of characteristics, stages, methods, and goals. Subsequent chapters discuss mentoring and socialization of administrative interns, assistant principals, new principals and mid-career administrators. The final chapter discusses the organizational planning, selection, training, matching, and evaluation aspects of implementing mentor programs. (Contains 175 references.) (LH)

ED 414 264 SP 037 668

Clement, Lisa

to identify certain types of responses showing common approaches or misconceptions. This paper discusses relative contributions of the sources of error variance in student and country-level scores on these open-ended items due to rater effects as a function of item type. Fifty student booklets from 7 English speaking countries were analyzed for 350 student responses for each item. Generalizability studies determined the variability of scores associated with effects due to raters. Generalizability coefficients indicated a high degree of reliability in the relative rankings of a country's average score on TIMSS free-response ratings based on data from the cross-country coding study. The generalizability for an individual's score on a particular item was found to be somewhat less stable for some items, but this was not a concern, since the purpose of the TIMSS was to report country-level averages. (Contains six tables and five figures.) (SLD)

ED 414 282   TM 027 670

Bruckerhoff, Charles
Lessons Learned in the Evaluation of Statewide Systemic Initiatives.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; *Educational Change; Elementary Secondary Education; Engineering; *Evaluation Methods; *Mathematics Education; Program Evaluation; *Science Education; State Programs; *Technology Education
IDENTIFIERS- National Science Foundation; Reform Efforts; *Statewide Systemic Initiative; *Systemic Educational Reform

This paper presents a report of research on the evaluation of systemic reform of education in science, mathematics, engineering, and technology (SMET), focusing on the Statewide Systemic Initiatives (SSIs) that have been funded by the National Science Foundation (NSF) since 1991. The main purpose of the study was to develop recommendations for the future evaluations of SSIs. Additional goals were: to determine the most important elements of systemic initiatives that must be captured in the process of evaluation, to indicate why these elements are important, and to suggest ways or means of capturing them. The methodology involved interviews with evaluators of systems initiatives, principal investigators, and officials at NSF. There were 19 participants. The principal findings are that: (1) the NSF should be commended for supporting the systemic reform of SMET; (2) either the field of evaluation will encompass the evaluation of systemic reform as a subset or an entirely new field will emerge; (3) the need to evaluate massive SSIs has led to serious management issues at NSF; (4) systemic reform of education has yet to develop a clear and consistent language for alignment of values, policies, and practices while accommodating and coordinating local, state, and federal interests; and (5) the future evaluation of the statewide systemic reform of SMET must show that measurable achievement gains have been realized by the intended audience, especially historically disadvantaged students. The paper includes recommendations based on the analysis of data. An appendix presents interview questions for the study. (Author/SLD)

ED 414 283   TM 027 673

and experimental groups read from texts with the glossary words on the bottom of text pages. All students took the same vocabulary tests the day following the completion of reading each of two different stories: "The Tell-Tale Heart" and "Flowers for Algernon." Based on vocabulary test results, no significant difference existed between the scores of students in the control and experimental groups. The implications are, therefore, that teachers and administrators should question the need to change from traditional text books that have glossary words only at the end of the texts. (Contains 2 tables and 25 references.) (Author)

ED 414 301 TM 027 757

Ward, Christopher
Evaluation of the Pennsylvania Conservation Corps Intergenerational Projects. Generations Together: An Intergenerational Studies Program, University of Pittsburgh.
PUB DATE- 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Age Differences; Age Groups; *Attitude Change; Budgeting; *Community Programs; *Conservation (Environment); *Intergenerational Programs; Older Adults; Questionnaires; *Training; Urban Youth; Workshops; Young Adults
IDENTIFIERS- *Pennsylvania Conservation Corps

Staff from Generations Together evaluated the Pennsylvania Conservation Corps' intergenerational projects to give the Corps a better understanding of the views of project participants, to identify problems, and to offer recommendations for improvements. These Conservation Corps programs teamed older workers as group leaders or Corps members with younger workers, many of whom were at-risk urban youth. Data were gathered from site visits at three sites that used a variety of approaches and combinations of older and younger workers. Questionnaires were completed by 4 administrators, 5 crew leaders, and 27 crew members. Almost all of the participants rated the training workshops as very successful, citing learning about working together and group dynamics as the major benefits of participation. Administrators acknowledged problems related to finance and budgeting, but all felt that their intergenerational crew leaders were doing an outstanding job. Younger and older crew members appeared to relate well to one another on the crews, and members of both groups agreed that the program fostered positive attitudes between the generations. Most crew members indicated that their views of older persons had always been positive, so that the work experience did not change their attitudes very much. Problems were noted in some areas generally related to setting goals and providing training. Generations Together staff recommended promoting an enhanced awareness of intergenerational issues and defining goals more completely. Four appendixes contain a questionnaire about the workshops and one for each group surveyed. (SLD)

ED 414 302 TM 027 759

Newman, Sally; Engel, Rafael; Ward, Christopher; Karip, Emin; Faux, Robert
A Time Series Study of Factors Associated with Retention and Attrition of Older Adult Child-Care Workers. Final Report.

performance assessments must meet high standards of validity and reliability. One major source of unreliability in performance assessments is interrater disagreement. In this paper, the literature on interrater reliability is reviewed, and a useful and understandable summary of methods is presented for estimating interrater reliability that can be used in performance assessments. Methods of quantifying the degree of interrater reliability are classified into three categories: (1) methods based on bivariate correlation, such as the Pearson product-moment correlation and Spearman's rank correlation coefficient; (2) methods based on the percent of interrater agreement; and (3) methods based on intraclass correlation or by treating raters as a facet in a generalizability study. Examples illustrate use of these methods and issues related to their use. (Contains 5 tables and 17 references.) (Author/SLD)

ED 414 320 TM 027 838

Auchter, Joan E.; Stansfield, Charles W.
Developing Parallel Tests across Languages: Focus on the Translation and Adaptation Process.
PUB DATE- 97
NOTE- 25p.; Version of a paper presented at the Annual Large Scale Assessment Conference (27th, Colorado Springs, CO, June 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Bilingual Students; Educational Attainment; *Educational Certificates; *Equivalency Tests; *High School Equivalency Programs; Scores; *Spanish; *Test Construction; Test Format; Test Items; Test Validity; *Translation
IDENTIFIERS- *GED Writing Skills Test; Puerto Rico

This paper describes the General Educational Development (GED) Testing Service's Spanish Test Adaptation Project. The GED Tests are designed to give those who have not graduated from high school the opportunity to earn a diploma that is recognized by institutions of higher education and employers. The purpose of this project is to develop, based on an analysis of the issues, Spanish-language versions of the GED tests that parallel the English-language versions so that the GED candidates' Spanish-language scaled scores are comparable to the scores of candidates who take the English-language GED tests. In 1995, about 26,500 Spanish-language GED tests were taken on the mainland United States and about 14,600 were taken in Puerto Rico. The paper describes the processes followed to analyze three forms of the five-test GED battery to determine if items are translatable, to ensure that all items are valid, and that the resulting instruments measure comparable constructs. The process of adapting the Writing Skills subtest is discussed in some detail. In addition, a linking design is outlined that introduces a procedure for screening biliterate students for equal proficiency in the two languages before including them in the linking sample. (Contains 2 tables and 16 references.) (Author/SLD)

ED 414 321 TM 027 843

Core Content for Assessment. Version 1.0.
PUB DATE- 96
NOTE- 269p.
LANGUAGE- English

at once or used individually as shorter lessons. The activities include closure and evaluation procedures, related literature, and ideas for personalizing the lessons. The personalization section includes suggestions for revising lessons to meet the various needs of students, including suggestions for older or more able students and younger or less able students. The book also provides lists for further reading and numerous tips for teachers and parents. Includes author/title and subject indexes. (Contains 143 references.) (Author/SWC)

ED 413 885 IR 018 638

Welch, Malcolm
Students' Use of Three-Dimensional Modelling While Designing and Making a Solution to a Technological Problem.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, 1997). Paper is based on the doctoral dissertation, "The Strategies Used by Ten Grade 7 Students, Working in Single-Sex Dyads, To Solve a Technological Problem" (Welch, 1996). Figure 4 contains very small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Thinking; *Design; Design Requirements; Educational Research; Foreign Countries; Grade 7; Junior High Schools; Learning Strategies; *Models; Planning; *Problem Solving; Specifications; Technology Education; *Three Dimensional Aids
IDENTIFIERS- Canada

Modeling in all its forms (two-dimensional, three-dimensional, mathematical, and computer) is an essential feature of designing and making. This paper describes how 10 untutored technology education students in grade 7 used three-dimensional modeling while designing and making a solution to a technological problem. This paper is part of a larger study that explored the conflict between the design strategies students bring to the classroom and those advocated in the technology education literature. Subjects were paired into five single-sex dyads. Each dyad was given a design task to create a paper tower, with specific constraints and criteria for the finished product. Each problem-solving session was audio and video recorded. A retrospective interview was also conducted with the subjects. Subjects' comments during the problem-solving session and the retrospective interviews were transcribed, segmented, and coded into six categories. The first five coding categories describe the stages of the theoretical model of the design process: understanding the problem; generating possible solutions; modeling a possible solution; building a solution; and evaluation. The sixth category describes such activities as off-task talk and researcher instructions. Subjects used three-dimensional modeling to support a range of activities, including increasing understanding of the problem, stimulating the generation of solutions, seeing what a design would look like, testing, and continuously incorporating modifications and improvements into a solution. (Contains 42 references.) (Author/SWC)

ED 413 886 IR 018 647

The Path to College: Making Choices That Are Right for You.
SPONS. AGENCY- Office of Educational Research and Improvement

series, subject headings, and non-title added entries. Results showed a relatively high level of overall inconsistency (95%) among the access points analyzed. Largest numbers of differences were found in the subject heading fields (40.7%), the title statement and area of responsibility (18.8%), and series fields (13.6%). Findings are compared to the results of previous error studies. (Contains 17 references.)

ED 413 904   IR 056 734

Etheridge, Jane Laudani
Qualifications for Academic Librarians in Faculty Status Positions.
PUB DATE- 97
NOTE- 38p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Academic Rank (Professional); *College Faculty; Content Analysis; *Credentials; Degrees (Academic); *Employment Qualifications; Higher Education; Job Analysis; *Librarians; Occupational Information; Professional Development; Research Skills

The purpose of this study was to explore and discover whether there are any differences in credentials required or preferred for academic library positions which offer faculty status, compared with those which do not include this designation. A content analysis was done using announcements for 451 nationally publicized openings. In the area of educational credentials, jobs offering faculty status were far more likely to prefer and even require a second master's degree beyond the MLS. Evidence of professional development, including the ability to do research and publish as well as the capacity for service to the institution and the profession, was also in greater demand for these positions. There were no observed differences between faculty status jobs and positions which are not so designated with respect to skills. The coding scheme and coding form are appended. (Contains 12 references.) (AEF)

ED 413 905   IR 056 735

Knapik, Michelle
Job Opportunities for Public Library Directors: An Analysis of Job Postings Appearing in "American Libraries" and "Library Journal," November 1995-November 1996.
PUB DATE- 97
NOTE- 39p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Credentials; *Degrees (Academic); *Employment Opportunities; *Employment Qualifications; Librarians; Library Administration; *Library Directors; Periodicals; *Public Libraries; Salaries
IDENTIFIERS- *Library Journal

This study examined: the position of the public library director as related to salary; benefits; geographic location of openings; academic education and degrees; professional, administrative and technological experience; professional contribution; and salaries compared to geographic location and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Bibliographic Records; *Black Literature; *Black Studies; Blacks; *Cataloging; Ethnic Studies; *Library Catalogs; *Library Collections; Library Technical Processes; Standards; User Needs (Information)
IDENTIFIERS- African Americans; Library of Congress; MARC; New York Public Library; *Schomburg Collection

Standards of bibliographic organization often are inadequate for those libraries with extensive African American studies collections or those with active user groups. This essay identifies areas where the standards are least effective. The experiences of the staff at the Schomburg Center for Research in Black Culture, The New York Public Library, provide useful insight into various problems associated with the organization of African American studies collections. The Cataloging Unit at the Schomburg Center continues to find it necessary to enhance Library of Congress bibliographic records for African American materials. Too often records are not assigned relevant subject headings to reflect the Black experience. Reasons for a lack of Black-related subject headings being assigned to relevant records vary. Some occurrences could be due to insensitivity on the part of the cataloger or unfamiliarity with Library of Congress policy. Several libraries have expressed support for assigning Black-related subject headings that designate the ethnicity of the subject. Another concern is in the area of cross references and explanatory notes. Within the past two years, the Cataloging Unit has processed numerous works about free Blacks for which the Library of Congress MARC record only has the general subject heading "AFRO-AMERICANS." Subject access to individual works of fiction is another area of concern in regard to adequate access. Examples are provided of Library of Congress MARC (DLC) records without relevant subject headings and corresponding catalog records enhanced with relevant subject headings by the Schomburg Center Cataloging Unit. The paper concludes with suggestions for improvement. (Contains 17 references.) (AEF)

ED 413 924 IR 056 756

McClure, Charles R.; Bertot, John Carlo
Linking People to the Global Networked Society. Evaluation of the Online at PA Libraries Project: Public Access to the Internet through Public Libraries.
SPONS. AGENCY- Schuylkill Intermediate Unit #29, Mar Lin, PA.; Pennsylvania State Library, Harrisburg.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Case Studies; Computer Networks; Data Collection; Educational Research; Evaluation; Information Networks; *Internet; Library Planning; Library Services; *Online Systems; Program Development; *Public Libraries; Questionnaires; Reference Materials; Strategic Planning; User Needs (Information)
IDENTIFIERS- *Access to Technology; *Pennsylvania

This report provides an evaluation of the Online at PA Libraries project which was initiated in the Fall of 1996 by the Pennsylvania Department of Education's Office of Commonwealth

Contains 33 references. Data tables are appended. (BCY)

ED 413 942 JC 970 602

Wolfe, Rosemary
Supplemental Instruction with Mentoring Support at Anne Arundel Community College. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Faculty; Community Colleges; *Community Involvement; Educational Strategies; *Faculty Development; *Group Instruction; Information Dissemination; *Mentors; Program Development; Program Effectiveness; School Community Relationship; Student Leadership; Study Skills; *Supplementary Education; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Anne Arundel Community College MD

In order to help students make the transition from high school to higher education, the Anne Arundel Community College's (Maryland) Supplemental Instruction with Mentoring Support provides a program of academic support for students enrolled in difficult required courses. The program also creates valuable opportunities for faculty professional development and community interaction. Study sessions are led by community college students who have successfully completed difficult required science, math, and business courses. They re-take the classes and lead study sessions to aid students with mastery of course material and development of study skills. Faculty serve as mentors to the student teachers. In addition, local community leaders provide mentoring support to students in small group sessions and on-site visits, allowing students to interact with leaders in their career fields. Students who participated in the Supplemental Instruction program earned higher mean grades than students who did not participate. 78% of the participants passed the class being supplemented, while 44% of the non-participants passed. They were also retained by the college at higher rates. Faculty and community leader responses confirmed the value of the program. Dissemination of program information is underway at other colleges interested in replicating it. (YKH)

ED 413 943 JC 970 603

Coulter, Sara; Hedges, Elaine; Goldenberg, Myrna
Integrating the Scholarship on Women into the Curriculum of Selected Community Colleges in the Baltimore-Washington Area. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Course Descriptions; Cultural Awareness; *Curriculum Development; Curriculum Evaluation; Educational Change; Females; Information Dissemination;

Conference on Information Technology (Atlanta, GA, Oct. 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Community Colleges; Computer Peripherals; Computer Selection; *Computer Simulation; Educational Planning; *Educational Technology; Program Development; Teaching Guides; Technological Advancement; Two Year Colleges; *Virtual Reality

Prepared by the manager of a virtual reality (VR) laboratory at North Carolina's Haywood Community College, the three papers collected in this document are designed to help instructors incorporate VR into their classes. The first paper reviews the characteristics of VR, defining it as a computer-generated simulation of a three-dimensional environment, the contents of which can be viewed and manipulated by users. This paper also discusses the range of immersion that users can feel in the environment and methods for achieving that immersion, methods for tracking user and environment position and orientation, VR input devices, the use of sound and tactile feedback, and professional applications of VR. The second paper describes the following steps in planning a VR system: (1) defining the desired application--including the level of immersion desired, viewing and input devices, and position and orientation tracking capabilities; (2) assessing institutional resources and capabilities; (3) choosing VR development software, taking into consideration geometry creation and editing, programming requirements, peripheral and network support, system requirements, and portability; and (4) selecting appropriate hardware to manage peripheral devices, such as graphics cards, head-mounted displays, and tracking devices. The final paper describes VR courses taught at HCC, reviews past projects, and discusses current and future VR development. A list of Web addresses for VR-related companies is attached. (BCY)

ED 413 962   JC 980 015

New Hampshire Community Technical College System Annual Report Class of 1996.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Budgets; *College Graduates; *College Outcomes Assessment; College Transfer Students; Community Colleges; Educational Benefits; *Educational Finance; Employment Patterns; Enrollment; *Outcomes of Education; Police Education; School Demography; School Effectiveness; Self Evaluation (Groups); *Technical Education; Technical Institutes; Two Year College Students; Two Year Colleges; *Vocational Education
IDENTIFIERS- *New Hampshire Technical Colleges

This annual report for the New Hampshire Technical Colleges and Institute System (NHTC&IS) includes information on enrollment, graduates, job placement, salaries, transfer institutions, workforce training, the Police Academy, finances, and governance. The following accomplishments are highlighted for NHTC&IS in 1996: (1) it graduated 1,533 students and served over 30,000; (2) day divisions had 4,631 full-time equivalent considerable improvement in teen birth rate, and Massachusetts' infant mortality rate is the lowest in state history, although there is still a gap between black and white infant mortality rates. There have been increases in the number of children without health insurance and those living in poverty. (Contains about 20 references.) (KB)

ED 413 980 PS 024 918

Bowler, Peter; Linke, Pam
Your Child from One to Ten. Second Edition.
SPONS. AGENCY- Australian Council for Educational Research, Victoria.
PUB DATE- 96
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Behavior Development; Child Behavior; *Child Development; Child Health; Child Language; Children; Cognitive Development; Developmental Delays; *Developmental Stages; Elementary Education; Emotional Development; Foreign Countries; Language Acquisition; Physical Development; Preschool Education; Social Behavior; Social Development
IDENTIFIERS- *Developmental Assessment; Developmental Screening

Language acquisition and other developmental processes in children do not occur haphazardly, but rather follow a sequence that is well-established, and though subject to a moderate variation in detail from child to child, surprisingly uniform. This book provides information to parents concerning their children's development levels and attainments in the physical, emotional, social, and cognitive arenas. The book presents a chapter for each year from age 1 through 10 which outlines children's developmental stages. The chapters provide a narrative, where applicable, of: (1) language development; (2) physical development; (3) thinking and learning; (4) emotions; and (5) social development including sexual development, independence, play, eating, toilet training, sleep, and books. Each chapter ends with a summary outline for quick reference of emotions, behavior, physical development, education, and suitable presents for engaging the child of the age addressed. In the chapters on children of primary school age, basic information about educational levels and attainments is included to guide parents in understanding average skill attainments in reading, writing, and arithmetic. At the end of the book there is a final summary table for the first 10 years of life, listing typical personality, physical development, general behavior, language and education attainments. Contains a listing of other sources is also provided. (SD)

ED 413 981 PS 025 173

Practical Parenting 1-5 Years: Child and Youth Health: South Australia. Leader's Guide and Parent Book.
PUB DATE- 96
NOTE- 426p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

administrators, respectively. The last chapter presents a story about how recognition of a student's unique way of learning, supported by the community of learners, encourages self-directed learning. (Contains 139 references.) (AA)

ED 413 998 PS 025 669

Flick, Grad L.
Power Parenting for Children with ADD/ADHD: A Practical Parent's Guide for Managing Difficult Behaviors.
PUB DATE- 96
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Behavior Change; *Behavior Disorders; Elementary Secondary Education; Emotional Disturbances; Evaluation Criteria; *Hyperactivity; Intervention; Learning Problems; Parent Child Relationship; *Parent Education; Parent Participation
IDENTIFIERS- *Behavior Management

The first step in dealing with an attention deficit disorder (ADD/ADHD) child's difficult behavior is to understand its origins. This book presents behavior management techniques to help parents care for their ADD child while ensuring that the child continues to develop positive, healthy self-esteem. The guide shows how to: (1) ensure an accurate diagnosis based on history, testing, and observations; (2) understand and accept the reality of ADD/ADHD; (3) set appropriate rules and communicate effectively; (4) choose consequences that really reinforce desired behavior; (5) create and model positive behaviors; (6) remove or decrease problem behaviors; (7) work with teachers; (8) address common homework problems; (9) help overcome social problems with peers and siblings; and (10) improve poor self-concept and self-esteem often associated with ADD. The guide also includes up-to-date information on medications, educational interventions, counseling, stress management, innovative new therapies, speech and language therapy, and special support for parents. Appendices include: (1) information about the ADD Clinic in Biloxi, Mississippi and its programs; (2) a list of facts related to ADD; (3) information for teachers; (4) forms, charts and graphs that can help in evaluating ADD; (5) information on recommended resources for kids, teens and adults, parents, and teachers; and (6) a glossary of key terms pertaining to ADD/ADHD and related behaviors. (AA)

ED 413 999 PS 025 673

Dickerson, Bette J.
African American Single Mothers: Understanding Their Lives and Families. Sage Series on Race and Ethnic Relations, Volume 10.
PUB DATE- 95
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Family; *Black Mothers; Child Rearing; *Early Parenthood; Family Characteristics; Family Environment; *Family Life; Family Relationship; Family (Sociological Unit);

DESCRIPTORS- *Day Care; *Day Care Centers; Early Childhood Education; Economic Factors; *Economically Disadvantaged; *Educational Supply; Low Income; Poverty; *Socioeconomic Influences; Special Needs Students
IDENTIFIERS- Child Care Costs; *Child Care Needs; Illinois; Maryland; Welfare Reform

One of the factors hampering welfare reform policy decisions is that local child care markets, particularly those used by low-income families, are not well-understood. This study addressed the need to increase the knowledge and understanding of low-income child care markets, the effects of different child care policies, and the differences policies can make in enabling parents to work and children to receive child care that prepares them for school. A partnership between Maryland and Illinois child services organizations was formed to compare the distribution of regulated child care within and between the two states. Four findings concerning child care for low-income families were noted: (1) comparing differences in regulated child care supply and socioeconomic contexts between states is an important context building exercise and helps policymakers develop hypotheses about differences and similarities within and between states; (2) there is a general lack of supply of regulated care that meets the needs of families for extended or non-traditional work hours in both states; (3) the rate of female labor force participation may be directly related to the size of the regulated child care supply and the median price of such care; and (4) the near poverty rate may be directly related to the median price of regulated child care but not necessarily to the size of the regulated supply. Further research into factors relating to differences in regulated child care supply is necessary. (SD)

ED 414 018 PS 025 968

Stebbins, Helene
Serving Teen Parents in a Welfare Reform Environment.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Early Parenthood; Federal Legislation; Parents; Policy Formation; Public Policy; *State Programs; *Welfare Recipients; *Welfare Services; Youth Problems
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Welfare Reform

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 presents states with new opportunities and flexibility to design programs for teen parents. This report summarizes how welfare reform has changed the environment for teen parents dependent on welfare. The report presents research findings on the costs of supporting teen parents and the benefits of delaying childbirth, and summarizes the provisions of the new legislation that relate directly to teen parents and state services for this population. The report then presents the components of a comprehensive policy for teen parents based on recommendations of researchers, state program administrators, direct service providers, and policymakers who met in 1996 to discuss the impact of the new welfare legislation on teen parents. The role of state governors in developing an effective and comprehensive teen parent policy is also explored. The report's four appendices include summaries environment; (2) advancing physical and intellectual competence; (3) supporting social and emotional development and providing positive guidance; (4) establishing positive and productive relationships with families; (5) ensuring a well-run purposeful program responsive to participant need; and (6) maintaining a commitment to professionalism. An appendix contains a parent questionnaire, suggestions for talking with children, and a list professional organizations. (KB)

ED 414 038   PS 026 012

Alaska Head Start. A Federal, State, and Community Program. Annual Report for 1995.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Integrated Services; Intervention; Low Income; Objectives; Preschool Children; *Preschool Education; Program Effectiveness; State Programs
IDENTIFIERS- Alaska; Program Characteristics; *Project Head Start

This annual report details the accomplishments of the Alaska Head Start Program for fiscal year 1995. It begins with a description of the principal components of the Alaska Head Start Program, focusing on economic development; community development; parent and family involvement; education, training, and career development; and comprehensive health services. The report provides brief descriptions of statewide Head Start support projects and initiatives, the Head Start State Collaboration Grant activities, the Health Start Dental Project, Family Wellness Project, Alaska Head Start Technical Support Assistance Center, and Project Pride. Head Start Program goals are outlined and a letter from a Head Start parent regarding partnerships with parents is presented. Presented in graphic or tabular format is information on the characteristics of children and families served by Alaska Head Start, program costs, and program locations. The report concludes with an executive proclamation by the Alaskan governor declaring October 11, 1995 as Alaska Head Start Day. (KB)

ED 414 039   PS 026 013

Ferguson, Sue
Hats for Sale: A Salute to Directors.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Conference of the National Coalition for Campus Children's Centers (Washington, DC, April 16-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; Administrator Role; *Administrators; *Day Care; Early Childhood Education; Emotional Development; Higher Education; Humor; Professional Development
IDENTIFIERS- Campus Child Care; Optimism

Experiences related to pursuing excellence and a positive attitude as a campus childcare director are presented. The paper describes the emotional quotient (EQ) as a complex, parental entitlement to produce a catastrophe. If adoption is not clearly fulfilling, high entitlement levels force a choice between accepting and rejecting the child. Catastrophe theory predicts that near the threshold, a small change in fulfillment level may result in a large change in acceptance. When families are in an unstable state, they are sensitive to intervention. (Contains 22 references.) (KB)

ED 414 056 PS 026 047

Phillippi-Immel, Kathy R.
Grandparenting in the '90s.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Age Differences; Cultural Differences; Divorce; Family Relationship; Family Role; Grandchildren; *Grandparents; Legal Problems; Research Needs; *Role Perception; Sex Differences; Sex Role
IDENTIFIERS- *Grandparent Grandchild Relationship; Grandparents as Parents; Visitation Rights; 1990s

Recognizing that children today will spend almost half of their lives as grandparents, this paper examines grandparenthood and the grandparent-grandchild relationship. The paper focuses on the grandparent role, discussing styles and dimensions of grandparenting. A number of variables are discussed directly affecting grandparenting: (1) age of grandparents and grandchildren; (2) gender of grandparents and grandchildren; (3) maternal versus paternal grandparents; (4) accessibility and availability of grandparents; (5) grandparental role perceptions; and (6) ethnic and cultural variations. The paper also considers the impact of divorce on grandparents, including step-grandparenthood and legal issues and visitation rights. Finally, suggestions for future research on grandparenthood are presented. Contains 46 references. (KB)

ED 414 057 PS 026 049

Menendez, Susana; Hidalgo, M. Victoria
Division of Domestic Labor and Childrearing: A Longitudinal Study during the Transition to Parenthood.
PUB DATE- 97
NOTE- 6p.; Paper presented at the European Conference on Developmental Psychology (8th, Rennes, France, September 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Family Life; Fathers; Foreign Countries; Housework; Longitudinal Studies; Mothers; Nuclear Family; *Parent Attitudes; *Parents; *Role Perception; Sex Differences; Traditionalism
IDENTIFIERS- *Division of Labor (Household); First Time Fathers; First Time Mothers

Within the framework of a longitudinal investigation, a group of parents were studied during their transition to parenthood. The families were selected according to distinct socio-demographic variables. Fathers and mothers were interviewed separately before becoming parents, and again when the infants were 10- to 12-months of age. The interview focused on dimensions of the division of household labor, including household and various disabilities or delays. The curriculum is based on the five-stage Ecological Communication Organization (ECO) model of communication: (1) social play; (2) turntaking; (3) nonverbal communication; (4) language; and (5) social conversation. A major section of the curriculum is the Adult Communication Guides, describing a general principle of interaction, containing a self-assessment, and providing space for the adult to note progress in the particular strategy or principle of interaction. The "Tutors" section of the curriculum contains individual instruction guides describing major developmental goals for the adult and the child in the process of learning to talk. Examples of social goals to be used in Individualized Education Programs and Individualized Family Service Plans are provided. Common questions concerning social play and turntaking are addressed in a question-answer format. The section on Preverbal Conversation Routines provides examples of "how not" and "how to" interaction with the child to demonstrate ways that daily activities can prepare children to be social talkers. The section on Specific Clinical Activities for Preverbal Children provides instruction in clinical activities to help children continue interacting. (KB)

ED 414 074 PS 026 080

MacDonald, James D.
Before Speech: Preparing Your Child To Talk. Daily Activity Guides for Busy Parents and Professionals.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Speech; Child Language; Individual Activities; Infant Behavior; *Infants; *Language Acquisition; *Learning Activities; Parent Child Relationship; Parent Materials; *Play; Preschool Education; Teaching Methods
IDENTIFIERS- Baby Talk; Daily Activities; Play Learning; *Preverbal Communication

This guide is comprised of activities designed to assist parents in facilitating the language development of typically developing children or children with communication problems, to assist teachers and child care providers in effectively communicating with preverbal children, and to assist speech/language professionals in including preverbal children in speech/language therapy. The bulk of the publication consists of 31 calendar diary pages describing learning activities to use with preverbal children, including space to record notes about the activity performed over a 2-month period and an extra diary page to copy for additional activities. The guide lists problems that interfere with parents helping their children learn to talk. A section of the guide answers frequently asked questions by parents and professionals, including: (1) the importance of appropriate information about and expectations for the social and communication development of children with delays; (2) the importance of "people play"; (3) becoming a play partner with children; (4) helping children to initiate communication; (5) communicating nonverbally; and (6) imitating children's behavior. Also included are a monthly parent progress check, a monthly child progress check, and a list of training materials for parents and professionals available from the Family Child Learning Center or from the settings. There were 28 workshop participants and 4 occasional observers. The workshop included many activities for creating a literacy environment in the kindergarten, such as making low-cost learning materials, writing books, fostering creativity, and taking a trip as the basis for planning an integrated learning topic. Most activities were conducted in small groups. During the workshop, observation visits were made to two kindergartens. Participants were required to plan an integrated weekly program. Evaluation results indicated that participants gained knowledge from the workshop. The Israeli consultants reviewed the workshop and made suggestions and recommendations at a debriefing session; they suggested that objectives of future workshops be very clearly defined and communicated, and that training methods be very participatory and hands-on. (Appendices contain a list of participants, the daily program, newspaper articles about the workshop, and a sample certificate of participation.) (KB)

ED 414 091 PS 026 108

Science Education in Early Childhood (March 9-April 18, 1997). Report on Course.
SPONS. AGENCY- Israel Ministry of Foreign Affairs, Jerusalem.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Course Evaluation; *Courses; *Early Childhood Education; Elementary School Curriculum; Foreign Countries; Kindergarten; Kindergarten Children; Parent Participation; Parent Teacher Cooperation; Preschool Children; Preschool Curriculum; Program Descriptions; *Science Education

This document is a report on a 6-week course on science education in early childhood programs. Attending the conference in Israel were 30 participants representing 21 countries from Africa, Asia, Europe, and the Caribbean. Teaching methods included lectures, workshops, small group activities, professional study visits, and a re-entry workshop to assist participants in returning to their places of employment. Topics included in the course were: (1) the use of media; (2) a rationale for science education in preschool and kindergarten; (3) emotional, cognitive, and language development in early childhood; (4) the Matal Science Program; (5) case-based reasoning and thinking events; (6) making tools for understanding simple scientific concepts; (7) activities with plants; (8) effective communication with parents; (9) using birds to expand children's understanding of their proximal environment; and (10) gender and development. The course included field trips to kindergartens, a science and media center, and other educational settings. Participants also completed individual projects involving the integration of science into the daily early childhood curriculum, creating a kindergarten science curriculum, or using thinking events to teach science. Opportunities to visit holy and historical sites in Israel were arranged for the weekends. Course evaluation results indicated that participants were satisfied with the content and level of the course, valued the opportunity to meet colleagues from different cultures, and were pleased to visit the holy and historical sites of Israel. (Appendices include the list of participants, course schedule and materials, evaluation questionnaire, and the text of the closing ceremony speech made on behalf of the course participants.) (Author/KB) states ways to create a disciplined school environment. Contains references and World Wide Web site resources. This issue includes a cumulative index to the IDRA Newsletter for 1997. (SAS)

ED 414 108 RC 021 200

Wells, Robert N., Jr.
The Native American Experience in Higher Education: Turning Around the Cycle of Failure II.
PUB DATE- 97
NOTE- 15p.; For an earlier survey, see ED 311 778.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Education; College Environment; College Programs; Enrollment; *Financial Problems; *Higher Education; Paying For College; *School Holding Power; School Surveys; *Student Financial Aid; Tribally Controlled Education
IDENTIFIERS- *Native Americans; *Student Support Services

Thirty two-year and four-year colleges and universities from among the 91 serving the largest percentage of Native American students were surveyed as a follow-up to a similar survey in 1988. The purpose was to obtain data on Native Americans enrolled in higher education and to ascertain what factors contribute to their success or failure. It was discovered that reliable data are not available for Native American student performance and outcomes, financial aid, student retention and matriculation, and Native American curricular offerings. The principle findings of the survey were: 43 percent of Native American students attend full time; the graduation rate of Native American students is 25 percent; the first-year retention rate is 45 percent; the most frequently identified factors that hinder college-level achievement of Native Americans are inadequate preparation, poor adjustment to the college environment, personal and family problems, and financial difficulties; the average number of Native American professors at the institutions surveyed is 10; to improve retention and graduation rates for Native American students, colleges and universities have focused on precollegiate programs, organized tutoring, developmental courses, Native American counselors, Native American content courses, and Native American student organizations; the number of Native American teacher training programs has decreased slightly; only 25% of responding colleges sponsor distance learning or extension programs for Native Americans; and increased financing is critical to the survival of tribal colleges. Includes the survey questionnaire and responses. (TD)

ED 414 109 RC 021 202

Bonilla, Carlos A.
And This, Amigos, Is (Again)? the Decade of the Hispanic!
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Disadvantaged; *Dropout Rate; *Educational Attainment; Elementary Secondary Education; *Hispanic Americans; Limited English Speaking; Parent

Allen, Joanna; Hutchinson, John
The Woods and the Trees: Interpreting Experiential Education for Schools and a Greater Audience.
PUB DATE- 97
NOTE- 13p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Principles; Elementary Education; Elementary Schools; *Experiential Learning; Institutional Mission; *Mission Statements; *Parent Participation; Parent School Relationship; Staff Development; Student Participation; *Teacher Participation; Teamwork
IDENTIFIERS- Baltimore County Public Schools MD; *School Improvement Teams

The branches of experiential education are many, but they all derive from a common philosophy and approach to learning that values hands-on experiences and centers on the learner. Encouraging the broader implementation of experiential learning requires that the field be interpreted to initiates down to its roots. In the case of whole-school change, a critical mass of staff must not only understand not only how to carry out experiential strategies, but also believe in the principles and grounding philosophy. The story of Fullerton Elementary in Baltimore County, Maryland, demonstrates the successful implementation of experiential education starting with the whole-school adoption of its principles. Important elements in the school's adoption of experiential principles included crafting and refining a mission statement; teacher acceptance and participation promoted through team-building activities, peer coaching, and teacher-developed staff development sessions; parent involvement in school activities and in the school improvement team; and student involvement in experiential activities and community service. Fullerton's experiential approach has produced many positive changes, including improved student learning and test scores and improved school attitude among both students and teachers. (Author/SV)

ED 414 125 RC 021 271

Ayers, Charles; Shavel, David
Adventure Programming & Prevention of Adolescent Problem Behaviors: Applying Research and the Public Health Model of Prevention.
PUB DATE- 97
NOTE- 10p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Adventure Education; At Risk Persons; *Behavior Problems; Delinquency; *Experiential Learning; Intervention; Models; *Prevention; Public Health; *Risk; *Socialization
IDENTIFIERS- *Adventure Therapy

This paper describes a risk-protection perspective on adolescent problem behavior and mental health and its implications for experiential and adventure educators. Empirically, multiple will operate from a conceptual framework with which experiential educators are already skilled. Includes suggestions for further reading. (Author/TD)

ED 414 143 RC 021 289

Ostrishko, Gail
The Reality of Experience.
PUB DATE- 97
NOTE- 8p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; *Cognitive Style; Educational Environment; *Experiential Learning; Models; *Psychological Needs; *Reality Therapy; Risk; Self Actualization; Self Evaluation (Individuals); Transfer of Training

This paper outlines the principles of Reality Therapy and Choice Theory, which provide a practical foundation for understanding and influencing human behavior, and relate them to experiential learning. Choice Theory is an explanation of human behavior developed by Dr. William Glasser (1965, 1985); Reality Therapy is the application of Choice Theory within the context of helping relationships. All behavior is an attempt to meet one or more of four basic psychological needs; love and belonging, power and recognition, fun, and freedom. The facilitator's role is to establish a need-satisfying environment where all participants feel safe to embrace risk and challenge in their quest to achieve their purpose. Though human beings have the same basic needs, they have different perceptions of how to meet those needs. Individuals meet their needs and express perceptions through total behavior, which has four components; thinking, feeling, doing, and physiology. Helping participants utilize their thoughts and behavior to overcome negative feelings and physiology are some of the most powerful opportunities in the adventure experience. Also important in designing and facilitating activities are individual learning styles: active experimentation, concrete experiential, reflective observation, and abstract conceptualization. Appealing to all learning styles contributes dramatically to learning and transference, and is easily done through careful planning. Reality Therapy is a self-evaluation process involving a series of questions that allow participants to make their own value judgments. Experiential education offers infinite opportunities for applying and internalizing these principals for enhancing personal and professional growth. (TD)

ED 414 144 RC 021 290

Plugge, Carol; McCormick, Debby
Walking a Path of Transformation: Using the Labyrinth as a Spiritual Tool.
PUB DATE- 97
NOTE- 8p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Experiential Learning; Individual

Wyss, Ron
The Carrot Highway Videotape .
PUB DATE- 95
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Agribusiness; Animation; Elementary Education; *Foods Instruction; Foreign Countries; Geography Instruction; Health Activities; History Instruction; Integrated Activities; Mathematics Instruction; Nutrition Instruction; Science Instruction; Teaching Guides; Videotape Cassettes
IDENTIFIERS- *Carrots

"The Carrot Highway" is a 40-minute award-winning videotape that takes viewers on a whirlwind tour around the world to tell the story of the carrot. This videotape reveals the carrot in all its glory by cleverly integrating live-action, music, animation, videotape footage, and games. Viewers travel with a troupe of animated carrot characters to Afghanistan, where the carrot originated a thousand years ago. The highway continues through Middle Eastern countries to Holland, then to France where the first three varieties of carrot were developed, and finally to the United States where topics such as root selection, hybrid seed development, planting, harvesting, processing and shipping are presented. Viewers visit a nutritionist's lab in Texas and a commercial seed production facility in Idaho. These locations are shown on maps which clearly demonstrate the route of the carrot's worldwide highway. This film interweaves history, geography, science, math, and agribusiness. The Companion Activity Guide contains over 100 pages of imaginative carrot games and a variety of teaching ideas. Activities incorporate numerous disciplines including language arts, social studies, science, health, math, art, and self esteem. Additional activities are broken down into grade-appropriate categories and contain lesson ideas for poetry and story writing; computer, mathematics, and science problem solving; trips to grocery stores; calendar activities; and physical education games. (DKM)

ED 414 163 SE 060 750

The National Assessment of Educational Progress, 1996. NAEP Grade 8 Science.
PUB DATE- 97
NOTE- 19p.; "Adapted from the '1996 NAEP Service Report Card for the Nation and the States.'"
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Change; *Grade 8; Hands on Science; Junior High Schools; *National Competency Tests; Problem Solving; *Science Education; Science Process Skills; Sex Differences; *Standardized Tests; *Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress; North Carolina

This report was drawn from the 1996 National Assessment of Educational Progress (NAEP) and describes the science performance of eighth grade students in North Carolina. It compares results for various groups of students within that population and examines the results for individual demographic groups as well as individual background questions. The 1996 NAEP science framework is structured according to a matrix that

"Effects of Mathematical Vocabulary Instruction on Fourth Grade Students" in the Fall 1997 issue of "Reading Improvement." Presented at the 1997 BYU Public School Partnership Symposium on Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; *Content Area Reading; Discussion (Teaching Technique); Educational Strategies; Elementary School Students; Grade 4; Intermediate Grades; *Mathematical Vocabulary; *Mathematics Instruction; Measurement; Writing Across the Curriculum

This study compares the effects of two models of vocabulary instruction: (1) the integrated graphic organizer/discussion model; and (2) the definition-only model on the mathematical vocabulary use of fourth grade students. The integrated model combines a modified Concept of Definition (CD) graphic organizer with the Frayer discussion model. The definition-only model required students to write definitions of key terms after an oral review. Knowledge of measurement concepts in two groups of students was assessed through mathematical writing before and after two weeks of instruction. Results showed a larger number of mathematics concepts recorded by the group using the integrated CD-Frayer model. One major implication of this study is that the CD-Frayer model is an effective method for teaching mathematical vocabulary. (Contains 19 references). (DDR)

ED 414 183 SE 060 916

Ross, Catherine Sheldrick
Squares: Shapes in Math, Science and Nature.
PUB DATE- 96
NOTE- 67p.; Illustrated by Bill Slavin.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Foreign Countries; *Geometric Constructions; *Geometry; Mathematical Concepts; Mathematics Activities; Mathematics Education; Mathematics Materials; *Polygons; Science Education; Teaching Guides
IDENTIFIERS- *Squares (Geometry)

This illustrated book examines everything having to do with the square. It begins with a basic definition of the square and continues by giving some examples of squares and other interesting historical information. Some ideas addressed include why cities are laid out in square blocks, how buildings are designed from squares and cubes, and how prisms and antiprisms can be used in experiments. Fun activities such as brain-teasers, square mazes, and how to blow a cube-shaped bubble are offered. Additional topics include folding a square, drawing a square, calculating the area of a square, square multiplication, squaring off, square numbers, and constructing cuboctahedrons. (AIM)

ED 414 184 SE 060 917

Ross, Catherine Sheldrick
Triangles: Shapes in Math, Science and Nature.
PUB DATE- 94
NOTE- 67p.; Illustrated by Bill Slavin.
LANGUAGE- English

schools took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4, 8, and 12 were assessed at the national level as usual. Both the domestic and overseas Department of Defense schools made special arrangements to assess their grade 4 students during the national science assessment. The results reported here are from the grade 4 assessment of the overseas Department of Defense Dependents Schools (DoDDS). The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In the DoDDS, 2,567 students in 91 public schools were assessed. This report describes the science proficiency of DoDDS fourth-graders, compares their overall performance to students in the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, DoDDS students had an average proficiency of 153 compared to 148 throughout the United States. The average science scale score of males did not differ from that of females in the DoDDS; however, the scores of DoDDS males and females were higher than for males and females nationwide. At the fourth grade, White students in the DoDDS had an average science scale score that was higher than those of Black and Hispanic students. (SGE)

ED 414 202 SE 061 018

Ballator, Nada; O'Sullivan, Christine Y.; Jerry, Laura
NAEP 1996 Science State Report for Department of Defense Domestic Dependent Elementary and Secondary Schools, Grade 4. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 127p.; For overall report, see ED 405 221. Produced "in collaboration with James E. Carlson, Audrey Champagne, Peggy Carr, John R. Donoghue, Will Pfeiffenberger, and Mistilina Sato." The name "Fiona Herr" appears as an author on the title page, but was later deleted by an errata page, which also re-sequenced the authors.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Change; *Grade 4; Hands on Science; Intermediate Grades; *National Competency Tests; Problem Solving; *Science Education; Science Process Skills; Sex Differences; *Standardized Tests; *Student Evaluation; Tables (Data)
IDENTIFIERS- *Dependents Schools; National Assessment of Educational Progress; State Science Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in the NAEP's history, voluntary state-by-state assessments were remaining 14 lessons are aimed at developing knowledge and skill bases in art processes, skills, media, tools, and techniques. Each lesson contains information that will support historical inquiry through discussion or research. Each lesson begins with a brief introduction followed by historic background of the lesson topic, procedures to be used, ideas to be integrated, a list of suggested resource books, and reproducible student sheets. For each lesson, both the art concept and topic to be integrated is delineated. Art topics include: collage, drawing techniques, grid drawing, cartoon drawing, papermaking, printmaking, letter graphics, mail art, bookmaking, papier-mache, felting, optical art, zoetrope, and architecture. A bibliography is provided. (MM)

ED 414 224 SO 027 959

Pferdehirt, Julia; Schreiner, Dave; DiPrima, Liza; Kniskern, Ann
One Nation, Many Peoples: Immigration in the United States. A Resource Book.
PUB DATE- 97
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Foreign Policy; *Immigrants; *Immigration; Instructional Materials; International Relations; Migration; *Multicultural Education; Population Trends; Social Studies; *United States History

This resource book provides historical summaries, primary source documents, reproducible activities, creative project suggestions and research ideas on the study of immigration to the United States. The book is divided into eight units that correspond to eight geographic regions: East Asia, Southeast Asia, South Asia and the Middle East, Eastern Europe, Western Europe, West Africa, the Caribbean, Mexico and Central America. Each of the 8 units also contains information, report topics, and project ideas specific to that immigrant group. Each unit opens with a section of teacher instructions, followed by pages that are written for students and may be duplicated at the teacher's discretion for their use. These pages include: (1) "Why They Came to America" providing a historical summary about the featured group; (2) "In Their Own Words" including primary source materials from and about that group; (3) "We Change-Traditions Remain" explaining the history and meanings behind some of the cultural traditions of the featured group; (4) "Folkways in a Nation of Immigrants" suggesting hands-on projects and crafts designed to expose students to the folkways, traditions, and culture of the immigrant group; and (5) "Research and Writing Topics" offering opportunities for students to tailor their report topics and research. Teacher suggestions for enrichment are offered along with a resource list of recommended fiction and nonfiction books, articles, films and other sources for study. (EH)

ED 414 225 SO 027 971

Roupp, Heidi, Ed.
Teaching World History: A Resource Book.
PUB DATE- 96
NOTE- 288p.

Problems
IDENTIFIERS- *Brezhnev (Leonid); *USSR

This booklet examines the complex origins of the Soviet-U.S. conflict. By tracing the history of the Soviet Union (USSR) to the time of Leonid Brezhnev's death in 1982, the volume raises questions about the future of the Soviet republic and the implications for world policy. Chapters include: (1) "Brezhnev's Legacy"; (2) "Hard Choices in the 1980s"; (3) "The Andropov Succession"; (4) "Soviet Foreign Policy under Andropov"; and (5) "Western Policies Toward the Soviet Union." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

ED 414 246 SO 029 028

Baxter, Pamela; Fisher, Jennifer; Retamal, Gonzalo
Mine-Awareness Education. A Country Review and Curriculum Guidelines for Bosnia.
PUB DATE- 97
NOTE- 37p.; Publication available in English, French, and Spanish.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; *Child Health; Elementary Education; Foreign Countries; Global Approach; Physical Disabilities; Physical Environment; Public Health; Safety; *Social Studies; Violence; *War
IDENTIFIERS- *Bosnia and Herzegovina; *Landmines; UNESCO

The purpose of this booklet is to provide source materials on mine awareness for teachers and practitioners who are involved with primary school children in high-risk areas and to launch a process of information and research in the field of land-mine awareness. The presented material draws heavily on the conflict in Bosnia and Herzegovina and is particularly oriented to being carried out in that country. The material also draws from the experience of a large number of international and non-governmental organizations working in Central America, Africa, East Asia and the Middle East. The booklet is divided into four sections: general background; land-mine awareness education programs from individual countries; a case study on curriculum guidelines for mine-awareness in Bosnia; and further suggestions for teaching mine-awareness. Sample lesson plans offer suggestions such as: role plays, inter-active games, songs and poetry, lectures, and drawings. Illustrations of typical land mines are included. Contains a 13-item annotated bibliography and a glossary of 27 acronyms. (KCM)

ED 414 247 SP 037 618

Transitional Course Outline: Health Education. Transformations: Kentucky's Curriculum Framework. Draft.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

If They're Talking, They're Learning? Teachers' Interpretations of Meaningful Mathematical Discourse.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Skills; *Discourse Modes; *Discussion (Teaching Technique); Elementary Education; Elementary School Mathematics; Higher Education; *Mathematics Education; Methods Courses; Preservice Teacher Education; *Problem Solving; Teacher Educators; Teaching Methods; *Thinking Skills
IDENTIFIERS- Preservice Teachers

In this study a university mathematics instructor was observed teaching a mathematics content course for preservice elementary teachers. The study focused on her interpretation of meaningful mathematical discussions. The instructor believed in the importance of teacher-student communication and discussion, but saw no differences between meaningful discussion in mathematics classrooms and discussions in other disciplines. After viewing the videotapes, she stated that good discussions had occurred because she had engaged students in discussion, questioned them, and probed for alternate solution strategies. However, she did not consider the nature of the discourse to be important in whether or not the discussion was meaningful. A student example indicates that students may never get the message that their thinking and understanding are important aspects of learning mathematics if they experience discourse that is more oriented toward operations than toward the underlying reasoning. A conclusion is that to promote meaningful discourse in mathematics classrooms, mathematics teachers, as researchers, must take the time to understand and explicate what meaningful mathematical discourse is and what it is not. (SM)

ED 414 265 SP 037 669

Leaver, Betty Lou
Teaching the Whole Class. Fourth Edition.
PUB DATE- 97
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Cognitive Style; Elementary Secondary Education; *Large Group Instruction; *Learning Modalities; Learning Strategies; Teaching Methods
IDENTIFIERS- Keirsey Temperament Sorter; Learning Style Inventory (Kolb)

The eight chapters of this book present tools to identify and resolve learning style conflicts. Chapter 1 discusses the philosophical foundations of education in the United States and other countries. Chapter 2 explains why identifying and accommodating learning styles is important, using case studies of unsuccessful students in real classroom situations. Chapter 3 outlines terms and concepts used to describe environmental preferences, sensory modalities, personality types, and cognitive styles. Chapter 4 discusses how conflicts between the

Schulz, E. Matthew; Nicewander, W. Alan
Grade Equivalent and IRT Representations of Growth. ACT Research Report Series 97-2.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Age Differences; Child Development; Children; *Cognitive Tests; *Grade Equivalent Scores; *Item Response Theory; Psychometrics
IDENTIFIERS- *Variance (Statistical)

It has long been a part of psychometric lore that the variance of children's scores on cognitive tests increases with age. This "increasing-variance" phenomenon was first observed on A. Binet's intelligence measures in the early 1900s. An important detail in this matter is the fact that developmental scales based on age or grade have served as the medium for demonstrating the increasing-variance phenomenon. Recently, developmental scales based on item response theory (IRT) have show constant or decreasing variance of measures of achievement with increasing age. This discrepancy is of practical and theoretical importance. Conclusions about the effects of variables on growth in achievement will depend on the metric chosen. In this study, growth in the mean of a latent educational achievement variable is assumed to be a negatively accelerated function of grade; within-grade variance is assumed to be constant across grades, and observed test scores are assumed to follow an IRT model. Under these assumptions, the variance of grade equivalent scores increases markedly. Perspective on this phenomenon is gained by examining longitudinal trends in centimeter and age equivalent measures of height. (Contains 6 figures, 2 tables, and 22 references.) (Author/SLD)

ED 414 284 TM 027 684

Gover, Mark R.
Negotiating Borders of Self and Other: Schools as Sites for the Construction of Identity.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Jean Piaget Society (27th, Santa Monica, CA, June 19-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Child Development; Elementary Secondary Education; Individual Development; *Learning; *School Role
IDENTIFIERS- *Identity Formation

Although the connections between learning and identity are acknowledged in most contexts (e.g., family, community, and workplace), these issues are oddly divorced in schools, a curious bifurcation given schools' developmental agenda. This situation is suggested to have emerged from a Western folk-view in which the cognitive act of learning is seen as distinct from the social and emotional aspects of identity making. However, since learning (or the failure to learn) always positions students socially, students' constructions of knowledge cannot be separated from their constructions of themselves as people. Accordingly, it is suggested that identity is more accurately

SPONS. AGENCY- American Association of Retired Persons, Washington, DC. Andrus Foundation.
PUB DATE- 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Burnout; *Career Change; *Child Caregivers; Educational Background; Employee Attitudes; *Health; *Job Satisfaction; *Older Adults; Questionnaires
IDENTIFIERS- *Time Series Design

The work-related and personal factors associated with the willingness and ability of older adults to remain as child care workers and the factors associated with leaving child care work were studied in a time-series design. Subjects were 534 persons aged 50 years and older who were working for pay as child care providers. Of these, 341 replied to an initial questionnaire in October 1992, and 282 responded to a second in May 1993. Only 10% left paid child-care employment between the questionnaires. Nearly a third mentioned health problems as their reason for leaving, and a variety of other problems were mentioned. Those who remained employed and those who left were not significantly different by race, marital status, living arrangement, or level of education. Those who left were more likely to be older and to have been working for fewer years in the field. Pay, perceptions of fairness and opportunity, work satisfaction, and relationships with younger workers were related to older adults remaining in child care work. Older persons who continued working had higher levels of caregiving responsibility than did those who left child care work, but were less likely to have had formal preservice training than those who left. (Contains 18 tables and 29 references.) (SLD)

ED 414 303 TM 027 765

Kendall, John S.; Marzano, Robert J.
Content Knowledge. A Compendium of Standards and Benchmarks for K-12 Education. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 645p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Behavioral Sciences; *Benchmarking; Civics; Daily Living Skills; Economics Education; *Educational Quality; *Elementary Secondary Education; Fine Arts; Geography Instruction; Health Education; History Instruction; *Knowledge Level; Language Arts; Mathematics Education; Physical Education; Science Education; Second Languages; *Standards; State Programs; Technology Education
IDENTIFIERS- Standard Setting; *Subject Content Knowledge

This volume represents the work of the Mid-continent Regional Education Laboratory (McREL) in surveying and consolidating the national and state efforts to identify what students in kindergarten through grade 12 should know and be able to do in a variety of subject areas. McREL researchers consulted 116 national and state documents that address standards and benchmarks in various subject domains. The effort produced the 255 standards and their accompanying 3,968 benchmarks that are detailed in this text. At a practice level, these standards and

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Core Curriculum; *Educational Assessment; Elementary Secondary Education; Mathematics Achievement; Multiple Choice Tests; Performance Based Assessment; Reading Achievement; Science Education; *State Programs; Test Construction; *Test Content; *Testing Programs; Writing (Composition)
IDENTIFIERS- *Kentucky; Kentucky Instructional Results Information System; Open Ended Questions; *Subject Content Knowledge

This document presents descriptions of the content that has been identified as essential for all Kentucky students to know and will be included on the state assessment, the Kentucky Instructional Results Information System (KIRIS). The core content in this document is designed to be used with, not instead of, the expectations outlined in "Kentucky's Academic Expectations" to provide the focus for the development of the KIRIS. The designated core content will be addressed directly in multiple-choice items and will provide the context for open response items. However, the core content is not a set of curriculum standards, and it does not reflect a state curriculum. It does represent a progression of learning, so that students are expected to know the content at an identified level and all that precedes that level. From 1996-97 through 1999-2000 the KIRIS will be administered at the following grade levels for the academic areas specified: (1) grades 4, 7, and 11--reading, science, writing on-demand, and writing portfolios; (2) grades 5, 8, and 11--mathematics, social studies, arts and humanities, and practical living/vocational studies; and (3) grade 12--writing portfolios. A section describes the content for each of these areas and summarizes it by grade level. (SLD)

ED 414 322 TM 027 844

Curry, Janice; Washington, Wanda; Zyskowski, Gloria
Title I/Title I Migrant Evaluation Report, 1996-97. Publication Number 96.04.
PUB DATE- 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Community Involvement; *Compensatory Education; Economically Disadvantaged; Elementary Secondary Education; Federal Aid; Low Income Groups; *Migrant Education; *Migrant Youth; Parent Education; Parent Participation; Poverty; Program Effectiveness; Program Evaluation; *Supplementary Education; Tables (Data)
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title I; Improving Americas Schools Act 1994

Title I of the Elementary and Secondary Education Act of 1965 as amended by the Improving America's Schools Act of 1994 is a compensatory education program that enables high-poverty schools to provide opportunities for children to meet state performance standards developed for all children. Title I Migrant, also federally funded, provides supplemental instruction to migrant students. In 1996-97, Title I provided funding to 41 campuses in the Austin Independent School

(ED), Washington, DC.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Students; Black Colleges; College Attendance; *College Bound Students; *College Choice; College Environment; *College Preparation; *Colleges; Decision Making; Disabilities; *Educational Counseling; Females; *Higher Education; Internet; Land Grant Universities; Private Colleges; Single Sex Colleges; State Universities; Students; Tribally Controlled Education

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue is a compendium of resources, advice, and research to help guidance counselors, parents, and students plan for college. The first section, "Starting Out on the Path to College," contains the following articles: "Why Get on the Path to College?" (Adrianna Kezar); "Common Mistakes: Narrowing Your Choices Too Early" (Adrianna Kezar); "Which Is the Right Path?" (Adrianna Kezar); "Adult Students and the College Experience" (Sandra Kerka); "Women and the Path to College" (Pamela Haag); "Making the Grade: Help and Hope for the First Generation College Student" (Kevin Mitchell); and "College Planning for Students with Disabilities" (excerpted from "How To Choose a College: Guide for the Student with a Disability"). Section 2--"Gathering Information and Narrowing Your Choices" contains articles addressing the college landscape: "Community Colleges Today: Bringing You Into the Future" (Norma G. Kent); "State and Land Grant Universities: Opportunities and Choices" (National Association of State Universities and Land-Grant Colleges); "The Benefits of the Private, Liberal Arts College Experience" (Alan Splete); "The Case for All-Black Colleges" (William H. Gray, III); "Women's Colleges: A Legacy of High-Achieving Women" (Jadwiga S. Sebrechts); "Tribal Colleges: Tradition, Heritage, and Community" (Gerald Carty Monette); "Career Colleges: Preparing for the Job Market" (Kevin Mitchell); "At the Fork in the Path: Some Guidance from the Research" (Adrianna Kezar); and "How Colleges Are Changing" (Adrianna Kezar). The "College Planning Section" begins with two introductory articles: "Planning for College: Some Issues for Students and Parents To Consider" (Jim Montague); and "College Preparation Checklist for Students" and "Financial Preparation Checklist for Parents" (from the U.S. Department of Education's "Preparing Your Child for College, 1996-97 Edition"). Section 3--"Making Decisions" consists of: "Using Decision-Making Tools: A Compass on the Path" (Patricia Wood and Adrianna Kezar); and "College Selection and the Internet" (Kenneth E. Hartman). Section 4--"Succeeding on Your Chosen Path" contains: "Tips for Being Successful on Your Path: Don't Get Tripped Up!" (Adrianna Kezar); "Looking Back: Advice from Two Students on the Path" (Jennifer Lauver and Katherine Semrau); and "Graduate School: Some Resources for the Future" (Nancy A. Gaffney). Section 5--"Library" consists of print and electronic resources on college choice and attendance, compiled by Patricia Wood. (SWC)

ED 413 887 IR 018 656

Technology Your Fingertips: A Guide to Implementing Technology Solutions for Education Agencies and Institutions.
PUB DATE- 97

education. The postings analyzed were from "American Libraries" and "Library Journal" between November 1995 and November 1996. Major findings indicated that an MLS/ALA degree increased the minimum salary offered, the Midwest region offered the highest vacancy rate of director positions, and the West offered the highest mean salary range for the positions. The content analysis coding form is appended. (Contains 15 references.) (Author)

ED 413 906 IR 056 736

Bosl, Rebecca
InfoPlace: A Case Study.
PUB DATE- 97
NOTE- 51p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Case Studies; Computer Software; Educational Needs; *Information Services; Information Sources; Job Placement; Job Search Methods; *Occupational Information; Public Libraries; Resource Materials; *Special Libraries; *Vocational Education; *Workshops
IDENTIFIERS- *Cuyahoga County Public Library OH

InfoPlace is a state-of-the-art vocational education program and special library. As part of the Cuyahoga County Library System of Greater Cleveland (Ohio), its resource center is located in the Maple Heights regional library. Although the resource center has one location, the staff of InfoPlace travels to the many branches of the Cuyahoga County system conducting workshops and career counseling. Resource materials are available at the InfoPlace Resource Center, and computer-based programs for career counseling are also available for public use. This paper, which provides a case study of InfoPlace, discusses the general need for Vocational Guidance programs conducted in public libraries. After an introduction, a definition of terms, a review of literature, and study methodology, the users of InfoPlace are profiled. A brief description of the career counseling process and the InfoPlace collection is followed by a description of the four separate workshops: Career Decision; Resume Clinic; Job Search Strategies; and Interview Preparation. The "Discover" vocational guidance software program is also described. Five figures illustrate the number of client sessions (2/16/94-10/5/94); counseling sought by gender; client age distribution; client employment status; and client education levels. (Contains 15 references.) (AEF)

ED 413 907 IR 056 737

Wagner, Joyce A.
Enhancing Information Access through Expanding Use of Women's Studies Materials.
PUB DATE- 97
NOTE- 35p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Citation Analysis; Educational Trends; Females; Higher Education; Information Sources; Journal Articles; Library Collections; Periodicals; Publications; *Reference Materials; Researchers; *Scholarly Journals; *Womens Studies;

Libraries and the Schuylkill Intermediate Unit. The report documents that the following goals were accomplished: (1) provide public access to the Internet through Pennsylvania's public libraries; (2) provide library users with timely information for educational research, economic development, and recreational purposes; and (3) ensure that trained library staff are available to help the public find the information they need in an online environment. Key assessment questions were answered by the use of a range of data collection techniques including surveys of librarians and users, site visits, focus groups, interviews, and other techniques. From the viewpoint of project participants, the project was clearly successful. The list of various benefits and impacts that have come to the library, the users, and the community overall is significant and consistent across most libraries. The study concludes with a discussion of key issues raised by the Online at PA Libraries project and lessons that have been learned from this effort that can be incorporated into future efforts. Specific recommendations include building on the project with future projects, developing new roles for Pennsylvania libraries and librarians, and developing a statewide strategic planning effort to continue to take advantage of the evolving global networked environment for the benefit of Pennsylvania residents. The user questionnaire is appended. (Author/AEF)

ED 413 925   IR 056 757

Dewe, Michael
Planning and Designing Libraries for Children and Young People.
PUB DATE- 95
NOTE- 227p.; Published by Library Association Publishing, London, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Case Studies; Children; *Childrens Libraries; Design Requirements; Foreign Countries; Furniture Arrangement; Interior Design; *Interior Space; Library Administration; Library Equipment; *Library Facilities; *Library Planning; Library Policy; Library Services; Physical Environment; Public Libraries; School Libraries; *Space Utilization; Spatial Relationship (Facilities); User Needs (Information)
IDENTIFIERS- Library Environment; United Kingdom

Now that fewer libraries are being built, it is particularly important to maximize space in the buildings available, and to ensure that library plans are determined by the needs of users. This book introduces the concept of space as a resource available to the library manager, along with stock, staff, and finance, which need managing in the same way as other resources. The book enables school and children's librarians to develop a critical and evaluative attitude to the utilization, layout, appearance, and environment of their libraries. The book covers the following topics: space as a resource; types of school and public library space provision; stages in the creation of the library space resource; planning the space resource; committees and teams; standards and guidelines; location of the library; the range of accommodation; policy and practical issues; spatial relationships and the library layout; furniture and equipment; and case studies of recently completed libraries in schools and for children and young people in the

*Instructional Innovation; *Integrated Curriculum; Models; Teacher Workshops; Two Year Colleges; *Womens Studies
IDENTIFIERS- Towson State University MD

Beginning in 1988, faculty at Towson State University (Maryland) conducted a two-year project intended to integrate the new scholarship on women into selected courses in five community colleges in the Baltimore-Washington area. The project was designed to foster curriculum integration work in community colleges, and created a model described in the project's publication, Community College Guide to Curriculum Change. The heart of the project was five workshops, where faculty analyzed the new scholarship on women and explored its applicability to their courses. Each participant researched and revised a particular course, then tested and evaluated the revised course in the classroom during the project's final semester. Faculty also participated in a two day summer institute that focused on pedagogy, and a state-wide conference at which they disseminated the project's results. The project's organization and structure were intended to provide a model for other group projects by community colleges. A three-tiered structure was created that provided several levels of leadership opportunities and a system of broadly shared responsibility. The project resulted in 44 significantly revised courses that encourage awareness of gender, race, and class issues. The aforementioned publication is being distributed both locally and nationally in efforts to extend and institutionalize the work of the project. (YKH)

ED 413 944 JC 970 604

Manuel, Rick
Innovations in Postsecondary Articulation: Advancing Opportunities for Community College Students at Historically Black Colleges and Universities. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Advising; Academic Persistence; Affirmative Action; *Articulation (Education); *Black Colleges; *Black Students; Community Colleges; Counseling Services; *Educational Counseling; Faculty Advisers; High Risk Students; Higher Education; *Outreach Programs; *Transfer Programs; Two Year Colleges
IDENTIFIERS- City Colleges of Chicago IL Malcolm X College; *Kankakee Community College IL; Prairie State College IL

In 1993, Kankakee Community College (KCC) (Illinois) initiated a project to reduce the problems associated with transfer from the community college to out-of-state universities by developing a strong structure of articulation agreements, recruiting opportunities, and transfer advising. The project attempted to serve under-represented students and develop transfer agreements with five out-of-state Historically Black Colleges and Universities (HBCU's), and to assist Malcolm X College and Prairie State College (Illinois) to accomplish the same goal. As a result, articulation agreements were completed between KCC and the HBCU's, an understanding of the participating universities was developed by community college advisors, transfer advising was improved for out-of-state transfer, new services were offered to the community, and

(FTE) students, and evening divisions had 5,274 FTE students; (3) in the graduating class of 914 women and 619 men, sixty-five percent entered full-time employment, fourteen percent began work part time, and 11% continued their education; (4) eighty-one percent of its graduates found work in a field directly related to their majors; (5) the average graduate salary was $22,169; (6) the Technology Deployment Centers provided education and training for hundreds of employees across the state; (7) the New Hampshire Police and Training Standards Council, the state's Police Academy, graduated 169 police recruits and 39 corrections officers; and (8) appropriations totaled $46,482,869, of which $2,024,887 came from capital funds, $17,668,967 came from the general fund, $18,952,904 came from tuition and fees, and $7,836,109 came from other revenue. (ECF)

ED 413 963 JC 980 016

Pierce, David
Legislative Summary of the 105th Congress, First Session.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Budgeting; *Community Colleges; *Educational Finance; Educational Legislation; *Educational Technology; Federal Aid; *Federal Legislation; *Federal Programs; Federal Regulation; Government School Relationship; Job Training; Position Papers; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges; *Congress 105th; Welfare Reform

Providing a summary of legislative activity in the First Session of the 105th Congress, this report describes the current status of legislation and appropriations of key interest to community colleges and presents the American Association of Community Colleges' (AACC's) position on these issues. Summaries are provided of 1997 Congressional activity in the following areas: (1) budget and appropriations for fiscal year (FY) 1998 for federal higher education, job training, and other programs; (2) reauthorization of the Higher Education Act, indicating that final action was postponed until 1998 and including a letter from the AACC advocating the reauthorization or termination of specific provisions; (3) workforce education and training, reviewing efforts to consolidate funding for adult job training, applied technology, and adult education; (4) welfare reform, including a newsletter from the AACC reviewing provisions of the 1996 welfare legislation and related provisions from the 1997 budget reconciliation process; (5) National Science Foundation appropriations, indicating that $29.2 million was requested for the Foundation's Advanced Technological Education program; (6) funding for international education; (7) educational assistance provided through new tax policies, including provisions of 1997's Tax Payer Relief Act that have implications for community colleges; and (8) provisions for educational institutions to obtain special rates for telecommunications technology per 1996's Telecommunications Act. For each issue, an AACC position statement and contact are provided.(BCY)

ED 413 964 JC 980 017

Rosberg, William H.

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Behavior; *Child Development; Child Health; Discipline; Foreign Countries; Interpersonal Communication; Leaders Guides; *Parent Child Relationship; *Parent Education; Parent Materials; *Parenting Skills; Play; Preschool Education; Safety; Self Esteem; Sexuality; Toddlers; Young Children
IDENTIFIERS- Parenting Styles

This parent education kit, which contains both a parent book and guide for parent-group leaders, is based on the philosophy that children's needs and abilities change as they develop and that parenting needs to respond to these changes. The kit is also based on the understanding that children develop as part of a family and that relationships are fundamental to their development. Rather than suggesting immediate solutions, the kit provides assistance in problem-solving and relationship-building; thus a wide range of options and strategies is offered. The parent book contains 10 chapters: (1) Styles of Parenting; (2) Child Development; (3) Communication; (4) Discipline; (5) Self-Esteem; (6) Toddler Problems; (7) Sexual Development; (8) Managing Changes; (9) Health and Safety; and (10) Play. The leader's guide, in addition to session information for each of the 10 parent book chapters, contains information on working with groups, planning the course, and planning a session. Appendices include a reference list, sample planning form, sample advertising poster, letter to parents, parent education registration, child care registration, course enrollment form, group attendance form, parent expectations sheet, session and course evaluation forms for participants, and a sample "Parenting Certificate." (EV)

ED 413 982   PS 025 181

Anger Management for Parents: The Rethink Method. Program Guide, Parent's Manual, and Videotape.
PUB DATE- 91
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Anger; Behavior Change; Behavior Problems; *Change Strategies; Child Behavior; Developmental Stages; Discipline; *Parent Child Relationship; Parent Education; *Parenting Skills
IDENTIFIERS- *Anger Management

Parents who abuse their children are found to lack adequate knowledge of child development and child rearing, and to exhibit a tendency toward more negative and less positive parent-child interactions and a tendency for anger responses to occur in every day child rearing situations. The Institute for Mental Health Initiatives (IMHI) pilot tested a parents' workshop on channeling the anger parents felt toward their children to reduce the risk of abuse. The pilot data indicated that participating parents learned some important things about children and anger management, and gained an increased sense of empowerment, but also that parents needed further help in a number of areas where they still lacked skills or understanding. IMHI revised the program and conducted additional workshops to further test the materials, resulting in the "RETHINK method" workshop program. Steps of the RETHINK method are: Recognize the onset of anger, Empathize with the child, Think about the situation in a different way, Hear the

Fatherless Family; Fathers; Life Events; Low Income; Mother Attitudes; *One Parent Family; Parent Child Relationship; Parent Role; Parenting Skills; Psychological Patterns; Social Support Groups; Stress Variables; Unwed Mothers
IDENTIFIERS- *African Americans; Parenting Styles

Past research on African American single mothers and their families has been conducted using conventional paradigms based upon models of the dominant culture. This practice has resulted in the creation of stereotypes and misconceptions about "the Black family." In this collection of original work by an interdisciplinary group of scholars, the African American mother-centered family is reevaluated to present a clearer and more affirming picture of its actual structure and function. Using an Afrocentric, feminist perspective, the essays examine the history, legal dilemmas, media images, and religious values of these families. The role of children, grandparents, fathers and other men, other support people, and the government are also reviewed. Presenting an informed, insider view of the African American single-mother household, the essays suggest effective and sensitive policy approaches and a more useful role for scholars/activists in this field. The essays are: (1) "Centering Studies of African American Single Mothers and Their Families" (Bette J. Dickerson); (2) "Female-Headed Households in Sociohistorical Perspective" (Norma J. Burgess); (3) "Women's Life-Affirming Morals and the Cultural Unity of African Peoples" (Annie Ruth Leslie); (4) "Teenaged Mothers: A Sense of Self" (Sharon Elise); (5) "Single Parenting: A Visual Analysis" (Dhyana Ziegler); (6) "The Impact of the Law on Single Mothers and the 'Innocent'" (Willa Mae Hemmons); (7) "African American Children in Single-Mother Families" (Suzanne M. Randolph); (8) "The Role of the Grandmother in Poor Single-Mother Families and Households" (Susan M. George and Bette J. Dickerson); (9) "Gender, Poverty, Culture, and Economy: Theorizing Female-Led Families" (Rose M. Brewer); and (10) "Empowerment through the 'Ordinary' Knowledge/Scholarship/Policy Nexus" (Bette J. Dickerson, Philipia L. Hillman, and Johanna E. Foster). (Each chapter contains references.) (AA)

ED 414 000   PS 025 674

Mullen, Judy Kwasnica
Count Me In: Gender Equity in the Primary Classroom.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Classroom Techniques; Educational Change; *Educational Practices; *Elementary School Curriculum; *Equal Education; Foreign Countries; Primary Education; *Sex Bias; Sex Differences; *Sex Fairness; Sex Stereotypes; Socialization; Teacher Attitudes

This handbook combines gender equity theory with practical strategies and resources. It was designed to assist teachers and parents of primary-age children in their efforts to create a gender-equitable learning and growing environment. Part 1, "Gender Equity in the Primary Classroom," introduces and explains topics such as socialization of gender roles, children's conception of gender, school climate, equity issues in curriculum, and empowerment. It provides the reader with a quick knowledge base of gender equity. Part 2, "Strategies," of findings from evaluations of teen parent programs, acknowledgment of state experimentation in serving teen parents, a listing of the participants in the policymaking meeting, and a listing of information resources. (JPB)

ED 414 019 PS 025 969

Brizzi, Elsa
Developing a Partnership (DAP) in Early Childhood Education: A Parent Career and Employment Program.
PUB DATE- 97
NOTE- 21p.; The program description report was presented at the Annual Training Conference of the National Head Start Association (24th, Boston, MA, May 25-31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Care Occupations; Early Childhood Education; Employment Services; *Parent Education; *Parent Participation; Parent Teacher Cooperation; Parents; Preschool Education; Preschool Teachers; Program Descriptions; Program Evaluation; Surveys; Teacher Aides; Teacher Education; *Vocational Education
IDENTIFIERS- California (Los Angeles County); Project Head Start

This document consists of a six-panel promotional brochure and a 15-page program description, both detailing the Developing a Partnership (DAP) in Early Childhood Education Program. This Los Angeles County, California, preschool/primary school training effort aims to enhance teaching and parenting skills through early childhood education. It also provides a basis for a career path for instructional assistants, associate teachers, and teachers in preschool and Head Start classrooms. The program is comprised of 12 Early Childhood Education accredited units, job-related training, support services, and job placement. Included in the presentation are descriptions of agency, parent, and educator participation criteria. The agencies participating in the program are listed, with contact information. A survey of 41 program graduates is also described. Sixty-six percent responded. Findings showed about two-thirds of the surveyed graduates had been employed in early childhood education since completing the program by non-profit delegate agencies, public delegate agencies, or private preschools. Five were employed as teachers, eight as assistant teachers, and three as instructional assistants. Over half the respondents had enrolled in some type of education program since completing their training, either a community college, 4-year college, or adult education classes. Almost all the respondents indicated that the program increased their confidence in their abilities, 90 percent stated that they had improved their parenting skills, 88 percent believed they could be successful in school, and 83 percent felt they got along better with their own children. (KB)

ED 414 020 PS 025 970

Elias, Maurice J.; Zins, Joseph E.; Weissberg, Roger P.; Frey, Karin S.; Greenberg, Mark T.; Haynes, Norris M.; Kessler, Rachael; Schwab-Stone, Mary E.; Shriver, Timothy P.
Promoting Social and Emotional Learning: Guidelines for Educators.
PUB DATE- 97
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

multifaceted quality incorporating self- and social-awareness, empathy, optimism, and persistence that may predict one's success in certain kinds of work. Optimism may be especially important in making decisions. Directors need to have a resilient character, an ability to nurture the experiences of those they supervise, and a sense of competence when dealing with challenges. The paper delineates a 10-step process for increasing the stability and strength of employees. The role of humor in maintaining optimism and being successful on the job is highlighted. It is noted that although center directors must wear many hats, that is, assume many roles, it is important to recognize that leadership must underlie all the roles. Center directors are encouraged to interact meaningfully with the infants and children in their centers to reinforce the perspective that these "little students" provide staff members with the positions and employment opportunities in their profession. Contains 15 references. (KB)

ED 414 040 PS 026 014

Freedman-Doan, Ketl
A Hero with a Thousand Faces: An Examination of Black and White Adolescents' Heroes and Identity Formation.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; Black Students; Ethnicity; *Identification (Psychology); Racial Identification; *Role Models; Self Esteem; White Students
IDENTIFIERS- Admiration; Adolescent Attitudes; African Americans; *Heroes; *Heroines

This study examined aspects of adolescent identity formation and the socio-cultural context that shapes the self. A sample of 950 eighth-grade students (males and females of both African-American and European American descent) were asked to identify 2 hero figures (one that they know personally and one that they do not know but is famous) and list the traits they admire in those figures. Subjects were also questioned about self-esteem, ethnic identification, and racial importance. Among the results: (1) European American females had the lowest self-esteem and the majority chose male famous heroes; (2) African Americans chose a family member as a known hero more often than expected, while European Americans chose a teacher more often than expected; and (3) one quarter of the sample, particularly girls, had difficulty and therefore chose no famous hero. The admired traits of the two heroes/heroines chosen reveal gender and racial differences. (Contains six tables.) (MT)

ED 414 041 PS 026 015

Kolbe, Ursula
Clay & Children: More than Making Pots.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

childrearing chores, the parents' satisfaction with the distribution of labor, and the expected and actual impact of the infant on the household chores. The results showed a statistically non-significant change toward a relatively more traditional redistribution of labor and a significant decrease in the parents' satisfaction. Scores for division of labor for household chores and childrearing and satisfaction were positively correlated between Time 1 and Time 2. There was no relation between expected changes in distribution of household chores and the actual changes. Expectations were too optimistic in comparison to the modifications that occurred. There was a more prominent traditional division of household chores after the transition to parenthood for primiparous parents and those with low educational levels. Fathers' involvement in childrearing at Time 2 was lower than expectations at Time 1 for single-earner families and according to fathers. (KB)

ED 414 058 PS 026 050

Hewes, Dorothy W.
Fallacies, Phantasies, and Egregious Prevarications in ECE History.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Childhood Education; *Educational History; Family (Sociological Unit); Home Economics; Nursery Schools; Parent School Relationship
IDENTIFIERS- *Fallacies; *False Beliefs; Froebel (Friedrich); Parent Cooperatives

The history of early childhood education is woven with inaccuracies in popular textbooks and biographies, common erroneous beliefs in the field, fantasies about the nature of the family in the late 1800s, and egregious prevarication--deliberately misleading statements in the field. For example, many fallacious beliefs are held concerning the nature of the Froebel kindergarten, Froebel's training, and the founding of the field of Home Economics. The perpetuation of these fallacious beliefs is sometimes due to inadequate research on the history of early childhood education. Examples of fantasies regarding families include kindergarten advocates' belief that they could transform families and communities through the music and games of their young children. Examples of deliberate misleading statements from the history of early childhood education include accounts of Froebel's deathbed statements and recent biographies of Bruno Bettelheim. Egregious prevarication is used as strategy for individual glorification and as an organizational tactic to bond group members together. The case of Elizabeth Peabody's introduction to Froebel's ideas and the origins of the Froebel kindergarten in the United States are fraught with such fantasies, fallacies, and egregious prevarications. Katharyn Whiteside Taylor's claim of opposition to parent cooperative nursery schools illustrates the use of egregious prevarication as an organizational tactic. The founding of the first parent-initiative cooperative nursery school is also an early education milestone surrounded by faulty beliefs. (Contains 57 references.) (KB)

Communicating Partners Clinic. (KB)

ED 414 075 PS 026 081

MacDonald, James D.
First Words: Daily Activity Guides for Busy Parents and Professionals.
PUB DATE- 97
NOTE- 105p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Speech; *Child Language; Disabilities; Individual Activities; Infant Behavior; Infants; *Language Acquisition; *Learning Activities; Parent Materials; Play; Special Education; Teaching Methods
IDENTIFIERS- Baby Talk; Daily Activities; Play Learning; Preverbal Communication

Based on the premise that children learn language best in daily playful interactions with people, this guide for parents and professionals was designed to assist them in working with a child who is beginning to talk or who is not using language very much in their social and learning lives, especially with children with disabilities. The bulk of the guide is comprised of 33 language learning activities, designed to be used with a child on a daily basis. Each one-page activity is described, with space included on daily note pages to record what occurred during the activity as the activities are repeated over a 6-month period. Five appendices contain a monthly parent progress check form, monthly child progress check, a problem solver checklist, a list of training materials for parents and professionals available from the Family Child Learning Center or from the Communicating Partners Clinic, and answers to frequently asked questions about learning to talk. Contains 17 references. (KB)

ED 414 076 PS 026 085

Zill, Nicholas; Loomis, Laura Spencer; West, Jerry
The Elementary School Performance and Adjustment of Children Who Enter Kindergarten Late or Repeat Kindergarten: Findings from National Surveys. National Household Education Survey. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Developmental Delays; *Grade Repetition; Grade 1; Grade 2; Individual Development; *Kindergarten; Kindergarten Children; *Performance Factors; Primary Education; Racial Differences; School Entrance Age; *School Readiness; Sex Differences
IDENTIFIERS- *Delayed School Entry

Some parents have chosen to delay their children's enrollment in kindergarten by a year because of individual differences in the pace and pattern of children's development. In other situations, some schools recommend delaying a child's school entry based on "readiness" testing or require that some

ED 414 092 PS 026 109

Workshops on the Whole Language Approach in Cooperation with the Thai-Israel Friendship Foundation (Bangkok, Thailand, January 27-30, 1997; February 4-7, 1997; and February 11-14, 1997). Report.
SPONS. AGENCY- Israel Ministry of Foreign Affairs, Jerusalem.
PUB DATE- 97
NOTE- 50p.; Support provided by the Thai-Israel Friendship Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Evaluation; *Early Childhood Education; Foreign Countries; Kindergarten; Kindergarten Children; Language Acquisition; Preschool Children; Reading Instruction; *Whole Language Approach; Workshops
IDENTIFIERS- Thai Israel Friendship Foundation; Thailand

This document reports on a three 3-day workshops on the whole-language approach in early childhood education held in Thailand in 1997. There were 119 registrants, including graduate students, teachers, and university instructors. Workshops were translated into the Thai language. The first workshop introduced the whole-language approach and included activities and discussion related to considering children's developmental levels in designing activities, educational philosophy, and creating a literacy environment. The second workshop involved more advanced coverage of the whole-language approach, and included exercises on reading and literacy, developing a topic for a literacy curriculum, and emphasizing the role of dramatic play. The third workshop provided further training in the whole-language approach for some participants and a training-of-trainers workshop for other participants. Training-of-Trainers participants learned the principles of facilitation and practiced skills with other participants. Workshop evaluation results indicated that participants enjoyed the workshops, found them beneficial, and requested follow-up workshops. The Israeli consultants conducting the workshops indicated that the group size was too large, the division into three consecutive workshops created an unwieldy mixture of people with different backgrounds, and that translation made communication difficult. They also recommended forming a professional support group in Thailand. (Includes lists of participants, presenters and translators.) (KB)

ED 414 093 PS 026 112

Iutcovich, Joyce; Fiene, Richard; Johnson, James; Koppel, Ross; Langan, Francine
Investing in Our Children's Future: The Path to Quality Child Care through the Pennsylvania Child Care/Early Childhood Development Training System.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; Comparative Analysis; *Day Care; *Early Childhood Education; Needs Assessment; Professional Development; Work Attitudes; Work Environment
IDENTIFIERS- *Caregiver Training; Day Care Quality; Pennsylvania; *Training Needs

Participation; *Population Growth; Poverty
IDENTIFIERS- *Latinos

The U.S. Hispanic population is increasing faster than the non-Hispanic White population, and during the first half of the 21st century, the United States will have a "minority majority." California will reach that status in the next 4-7 years. Focus should not be on the "threat" that Latino population growth brings, hoping to return to a Whiter time, but rather on finding rational solutions to the problems that will ensue when the minority group becomes the country's majority. Latino children form the second largest group of U.S. children but are undereducated. About one-third of high school dropouts are Hispanic, and Hispanics are well below national averages in reading proficiency, writing performance, mathematics proficiency, and SAT scores. Causes of low educational attainment among Hispanics include poverty, limited English proficiency, migration, gang affiliation, high teen pregnancy rates, poor health, and fear of violence in schools. Suggested solutions include enhancing parental involvement in children's education, training teachers to be more sensitive to the needs of children from other cultures, teaching parents the importance of their children's education, making curriculum more relevant to today's students, and recognizing that Latinos fall into at least five well differentiated groups ranging from poor migrant workers to third-generation middle-class Mexican Americans. Includes tables and graphs of demographic and educational data. (TD)

ED 414 110 RC 021 221

Ove, Robert S.; Stockel, H. Henrietta
Geronimo's Kids: A Teacher's Lessons on the Apache Reservation. Elma Dill Russell Spencer Series in the West and Southwest, No. 16.
PUB DATE- 97
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indian History; Elementary Education; Federal Indian Relationship; *One Teacher Schools; Personal Narratives; Reminiscence; Reservation American Indians; School Community Relationship; *Teaching Experience
IDENTIFIERS- Bureau of Indian Affairs Schools; *Chiricahua Apache (Tribe)

In 1948, a young and naive Robert Ove arrived at Whitetail, on the Mescalero Apache Reservation, to teach at the Bureau of Indian Affairs day school. Living there were the Chiricahua Apaches--descendants of Geronimo and the survivors of nearly 30 years of incarceration by the U.S. government. With help from Indian historian H. Henrietta Stockel, this book recounts Ove's experiences among the Chiricahuas. The first chapter describes the landscape, community, and residents when Ove first arrived, and how a few residents shared tales of the Indian wars, their lineage, and cultural heritage. The second chapter describes the one-room school where Ove taught kindergarten through sixth grade. The school was more than just an educational institution; it was the focal point of activity for the entire Chiricahua Apache community. It was the dispensary, and had the only telephone and gas pump in the community. It also had a public water tap and an electric generator, and hosted dances, socials, public meetings, and movies. The next two chapters recount some of the history and culture of the Chiricahua and biological, psychological, and social factors in the individual, family, and environment are predictive of various adolescent antisocial behaviors such as delinquency, violence, substance abuse, and school dropout. Behavioral involvement increases with greater number of risks present, and most problem behaviors share common risks. Although not all children and adolescents exposed to risks engage in problem behavior, protective factors moderate or mediate exposure to risks, protecting individuals by reducing their negative effects or by altering the individual's reaction to them. The Social Development Model hypothesizes that children and youth learn prosocial and antisocial behaviors through an iterative socialization process involving family, school, community, religious organizations, and peers, and that youth who are bonded to a social group are unlikely to risk rejection by violating behavioral standards. With regard to experiential education and adventure therapy, programs must be designed to address specific risks associated with targeted behavioral problems. Additionally, the Social Development Model directs attention to the types of opportunities provided to clients and to the social networks in which they are provided. Includes a chart of adolescent problem behaviors and their associated risk factors. Contains 12 references. (SV)

ED 414 126   RC 021 272

Bandoroff, Scott; Parrish, Andrea
Are Those Families Swinging from the Branches? Helping Families Find Solutions through Adventure Therapy.
PUB DATE- 97
NOTE- 9p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *Family Programs; Intervention; *Program Design; Therapeutic Recreation; Therapy
IDENTIFIERS- *Adventure Therapy; *Family Therapy

The use of adventure programming with families has increased tremendously during the past 10 years. Like traditional adventure activities, adventure interventions with families have been well received for their capacity to fully engage participants in dynamic interactions that create therapeutic movement. These activities are especially powerful as assessment tools as they invite families to enact their behavior patterns and family structure. In 1991, a survey of 44 U.S. family adventure programs identified 4 categories of intervention: recreation, enrichment, adjunctive therapy, and primary therapy. The recreation format is typically a one-shot program in which families participate together in adventure activities and leave the event with a "good" feeling. The enrichment format provides adventure activities that are topic-focused and build specific skills such as communication or trust. An enrichment program may run over several weeks to allow for integration of material learned in previous sessions. The adjunctive therapy format includes family adventure experiences used in conjunction with a primary treatment approach. Program goals address family systems issues. Often families participate in such an intervention because they have a family member in treatment. The primary therapy format uses adventure activities as the primary change agent, and activities are prescriptively tailored to address a specific

Development; *Meditation; *Stress Management; *Well Being
IDENTIFIERS- *Labyrinths; *Spiritual Development; Spirituality

Personal and spiritual transformation is emerging as a great need. Numerous societal and health concerns are beginning to surface as spiritual issues in the eyes of many professionals. A better understanding of the relationship between psychosocial-biological issues and spirituality would enhance professional capabilities. Experiential skills and techniques, such as journaling, meditation, imagery, mindful movement, and massage, can strengthen teaching and learning strategies for behavioral and attitudinal changes. The labyrinth integrates several of these techniques. This paper discusses the use of the labyrinth as a spiritual and meditative tool that can expand insight and open the imagination to transformative growth and development. The classical 11-circuit labyrinth is described in detail, along with the stages of the labyrinth walk and various methods of reflection and meditation used to promote attention to the present moment, insight, healing, or spiritual growth. (Author/TD)

ED 414 145 RC 021 291

Popowits, Michael; Reeve, Kevin
Organizational Awareness: Using Natural Systems To Understand Organizations.
PUB DATE- 97
NOTE- 13p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Information Skills; *Leaders; Leadership Styles; *Management Development; Organizational Climate; *Organizational Communication; *Organizations (Groups); *Systems Approach
IDENTIFIERS- Indigenous Knowledge Systems; *Leadership Effectiveness; Natural Systems

Organizations are self-organizing living systems and therefore capable of doing for themselves much of what managers have always tried to do for them. The role of the leader in organizations should be one of helping the organization develop a clear sense of its own identity, since that is the reference point around which self-organizing takes place. When not mired in the traditional control/structure role, the leader is free to be the eyes and ears for the organization. One of the key responsibilities of managing is learning how to access and use sources of intelligence throughout the organization and its operating environment. Parallels are drawn to the skills of an indigenous tracker in the forest. Developing awareness of the environment lies in the ability to draw in one's "bubble of impact" to where it is smaller than one's "bubble of awareness." One also needs to understand the baseline symphony of the environment so as to read the concentric circles of activity caused by others. A key to perceiving activity is paying attention to the "tree dwellers"--those who see more from a broader perspective. The third key role of a leader is to develop the means for sharing information, not through a rigid command and control structure, but by using the flexible nonlinear organic structure that already exists in every organization. Creating a strong sense of identity, learning to be aware of organizational systems and operating environments, and developing relationships for information exchange are consists of the fields of earth science, physical science, and life science crossed with processes of knowing and doing science such as conceptual understanding, scientific investigation, and practical reasoning. This NAEP 1996 Science State Report for North Carolina consists of sections that provide information on what was assessed, who was sampled, and how the results are reported; the distribution of science scale score results for eighth grade students in North Carolina; student results of the hands-on tasks; and contextual information about school characteristics, instruction, and home support for science in North Carolina. (DDR)

ED 414 164 SE 060 752

Lokan, Jan; Ford, Phoebe; Greenwood, Lisa
Maths & Science on the Line: Australian Middle Primary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 2.
PUB DATE- 97
NOTE- 267p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Change; Foreign Countries; Hands on Science; Intermediate Grades; Junior High Schools; *Mathematics Education; *Middle Schools; Problem Solving; *Science Education; Science Process Skills; Sex Differences; *Standardized Tests; *Student Evaluation
IDENTIFIERS- Australia; *Third International Mathematics and Science Study

This report is the second in a series of monographs in which the results of Australian student performance in the Third International Mathematics and Science Study (TIMSS) are presented. The main purpose of these reports is to describe the schools, teachers, and students who participated in TIMSS and to present student achievement results. Sections include: (1) Introduction; (2) International results; (3) Results within Australia; (4) Achievement in the mathematics content areas; (5) Achievement in the science content areas; (6) Performance assessment and performance expectations; (7) Curriculum factors; (8) Australian TIMSS schools and teachers; (9) Australian TIMSS students; (10) Teaching practices and teacher beliefs; (11) Differences between Population 1 and Population 2; (12) Policy perspectives; and (13) Appendices. Appendices include: additional statistical tables; item difficulty maps; documents used for analyses of Population 1 printed material and curricula; and Bibliography: IEA (International Association for the Evaluation of Educational Achievement) First and Second Mathematics and Science Studies. (DDR)

ED 414 165 SE 060 756

Ellis, Brian Fox
Learning from the Land: Teaching Ecology through Stories and Activities.
PUB DATE- 97
NOTE- 150p.; Illustrated by Deborah Wallen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; *Ecology; Elementary Secondary Education; Environmental Education; *Experiential Learning;

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Experiential Learning; Foreign Countries; *Geometric Constructions; *Geometry; Mathematical Concepts; Mathematics Activities; Mathematics Education; Mathematics Materials; *Polygons; Science Education; Teaching Guides
IDENTIFIERS- *Triangles

This book examines everything having to do with the triangle. It begins with a basic definition of the triangle and continues with discussions on tetrahedrons, triangular prisms, and pyramid shapes. Some ideas addressed include how triangles are used to measure heights and distances, the importance of triangles to builders, Alexander Graham Bell's tetrahedral kites, making a kaleidoscope, and growing a crystal with eight triangular faces. Other topics include types of triangles, adding up the angles, area of a triangle, triangular numbers, and Pascal's triangle. Activities include a triangle weave, a dissection puzzle, triangle fractals, hexaflexagons, building a cardboard bridge, creating a construction kit for prisms, Platonic solids, tetrahedral puzzlers, toothpick architecture, and making pyramids. (AIM)

ED 414 185 SE 060 932

Nolan, Deborah, Ed.
Women in Mathematics: Scaling the Heights. MAA Notes Number 46.
PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Career Choice; College Mathematics; *Doctoral Programs; Elementary Secondary Education; *Females; Graduate Study; Higher Education; Mathematical Concepts; *Mathematics Education; Sex Differences; *Summer Programs; *Womens Education
IDENTIFIERS- Mills College CA

Women and mathematics have been thought of as two totally separate subjects for decades. In July, 1994 a group of mathematicians from around the country gathered in Berkeley, CA for three days to discuss ways to increase the representation of women in Ph.D. programs in the mathematical sciences. The primary goal of this conference was to broaden the impact of the Mills College Summer Mathematics Institute (SMI), a summer program designed to encourage and prepare talented undergraduate women to attend graduate school in the mathematical sciences. This book presents a collection of speeches from the conference, examples of math courses from the SMI, descriptions of successful summer math programs, and a survey of undergraduate math majors. Articles contained in this report are as follows: (1) "Women in Mathematics: Scaling the Heights and Beyond" (Lenore Blum); (2) "Excellence in Mathematics" (Deborah Tepper Haimo); (3) "Preparing Undergraduate Women for Graduate School and Beyond" (Carol Wood); (4) "A View of Mathematics from an Undergraduate Perspective" (Ani Adhikari and Deborah Nolan with Lubna Chunawala, Angela Heising, and Iris Woon); (5) "Probability and Stochastic Processes" (Ani Adhikari and Deborah Nolan); (6) "Hyperplane Arrangements" (Helene Barcelo); (7) "Algebra Seminar Taught by a Number Theorist" (Antonia Bluher); (8) "A Seminar on Linear Optimization" (Lynne M. Butler); (9) "What made. The sample was designed to represent the 8th grade public school population in a state or territory. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state science assessment program. The NAEP 1996 state science assessment was at grade 8 only, although grades 4,8, and 12 were assessed at the national level as usual. Both the domestic and overseas Department of Defense schools made special arrangements to assess their grade 4 students during the national science assessment. The results reported here are from the grade 4 assessment of the Domestic Dependents Elementary and Secondary Schools (DDESS). The 1996 state science assessment covered three major fields: earth, physical, and life sciences. In DDESS, 1,251 students in 39 public schools were assessed. This report describes the science proficiency of DDESS fourth-graders, compares their overall performance to students in the entire United States (using data from the NAEP national assessment), presents the average proficiency for the three major fields, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their science teachers, and principals completed questionnaires which focused on: instructional content (curriculum coverage, amount of homework); delivery of science instruction (availability of resources, type); use of computers in science instruction; educational background of teachers; and conditions facilitating science learning (e.g., hours of television watched, absenteeism). On the NAEP fields of science scales that range from 0 to 300, DDESS students had an average proficiency of 154 compared to 148 throughout the United States. The average science scale score of males did not differ significantly from that of females in DDESS. However, the scores of both DDESS males and females were significantly higher than for males and females nationwide. At the fourth grade, White students in DDESS had an average science scale score that was higher than those of Black and Hispanic students. (SGE)

ED 414 203 SE 061 019

Wilkinson, R. Keith
Characteristics of Doctoral Scientists and Engineers in the United States: 1995. Detailed Statistical Tables.
PUB DATE- 97
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Degrees; *Engineers; *Graduate Surveys; Higher Education; Longitudinal Studies; Science Education; *Scientists
IDENTIFIERS- *Longitudinal Doctorate Project; National Science Foundation

This report presents data on the demographic and employment characteristics of the nation's doctoral scientists and engineers. Data were developed as part of the Longitudinal Doctorate Project. Current information on the supply and utilization of doctoral personnel in science and engineering reflects the results of the 1995 Survey of Doctorate Recipients (SDR), the twelfth in a biennial series. The population of the 1995 survey included persons under the age of 76 who hold doctorates in science or engineering from U.S. institutions. This report provides information on the number of scientists

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Global Education; *Historiography; *History Instruction; Instructional Materials; Literature; *Primary Sources; Religion Studies; Secondary Education; *Social History; Social Studies; State Curriculum Guides; United States History; *World History

This resource book provides essays on relevant topics, conceptual overviews, courses of study, successful lessons and other ideas by individuals widely recognized for their expertise in teaching world history. Lessons illustrate cross-cultural exchange, global themes, and comparative analyses to teach the skills of thinking historically. The book is divided into three major sections and contains 50 articles by philosophers, historians and practitioners. Part 1, "Approaches," presents various methods to teaching world history and curricular models. Part 2, "Articles," covers such themes in world history as art, gender, religion, environment, civilizations, cities, political systems, philosophy, literature, trade, and technology. Part 3 provides strategies and lessons for the classroom incorporating many of the topics addressed in Part 2. (EH)

ED 414 226 SO 028 038

Williamson, Sarah; Williamson, Zachary
Kids Cook! Fabulous Food for the Whole Family.
PUB DATE- 92
NOTE- 157p.; Illustrated by Loretta Trezzo-Braren.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activity Units; *Cooking Instruction; Cooperation; Elementary Education; Experiential Learning; *Food; Manipulative Materials; Measurement; Measurement Equipment; *Recipes (Food)

This step-by-step guide for children provides a collection of over 150 recipes for breakfasts, lunches, salads, dinners, snacks, and desserts, with an emphasis on safety and creativity. The first chapter gives information concerning kitchen safety, utensils, term definitions, measuring equivalents, cleanup tips and other useful instructions. The recipes are presented in chapters: (1) "Let's Get Cooking!"; (2) "Breakfast Bonanzas"; (3) "Great Lunches"; (4) "Super Salads"; (5) "Quick Snacks and Easy Extras"; (6) "Soda Fountain Treats"; (7) "Delicious Dinners"; and (8) "Dynamite Desserts." An index is provided. (MM)

ED 414 227 SO 028 039

Kincher, Jonni; Espeland, Pamela, Ed.
The First Honest Book about Lies.
PUB DATE- 92
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Comprehensive School Health Education; Course Descriptions; *Curriculum Development; Educational Change; Elementary Secondary Education; State Curriculum Guides; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990; Kentucky Instructional Results Information System

Based on practice theories intended to engage students in the instructional process, this health education course is designed to develop students' ability to analyze choices, assess the impact of those choices on wellness, and make healthful decisions. Outcomes, content guidelines, and standards are described. A sample instructional unit on physical wellness is included outlining targeted outcomes, the unit organizer, performance rubric, and supporting content, skills and activities. Also included are suggested guidelines for implementing the learning goals and learner outcomes, which are the foundation of "Transformations: Kentucky's Curriculum Framework" and the Kentucky Instructional Results Information System (KIRIS). Two appendices contain: "Supporting Learner Outcomes" and "Sample Items from KIRIS Assessments." (LH)

ED 414 248 SP 037 644

Tsai, Ching-Hwa
International Bibliography on Teacher Education. Special Studies in Comparative Education, Number Twenty-Nine.
PUB DATE- 92
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Beginning Teacher Induction; *Comparative Education; Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Teacher Education Curriculum; *Teacher Education Programs

This bibliography covers the period of 1960-1990 and includes 762 entries. An introduction discusses theories and perspectives on teacher education, teacher education systems internationally, international policies related to preservice teacher education, and inservice teacher education. The bibliography does not offer materials targeting teacher education in the United States or United Kingdom. Materials included are journal articles and books, reports, and conference proceedings published by international and governmental agencies. Entries are categorized according to their relevance to several key components of teacher education: (1) bibliographies and directories, (2) general, (3) descriptions of teacher education systems as a whole, (4) preservice teacher education and preparation, (5) beginning teacher induction, and (6) inservice teacher education and training. An appendix provides a cross-listing for searching by specific regions or countries. (SM)

ED 414 249 SP 037 645

Ravid, Ruth
The Research Component in Graduate Teacher Education Programs: Asking the Stakeholders.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1997).
LANGUAGE- English

learner, and the teacher, curriculum orientation or class profile can result in academic failure. Chapter 5 describes how teachers can help students increase their flexibility in responding to a nonpreferred learning style and how to adapt lesson plans to facilitate different learning styles. Chapter 6 presents methods for empowering students to succeed with teachers, subject matter, tests, and homework. Chapter 7 discusses strategies for teaching the whole class without creating a special lesson plan for each student. Chapter 8, the epilogue, is a fable which synthesizes the main points of the previous chapters. Appendices include a glossary, a list of learning styles tests, a checklist, and answers to practice exercises. (Contains 227 references.) (LH)

ED 414 266 SP 037 670

Yadegari, Shireen A.; O'Connell, Raymond W.
Selected School Variables and the Achievement Related Activities of Shared Decision-Making Teams.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, May 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; High Schools; *Institutional Characteristics; *Participative Decision Making; *Public Schools; School Size; Secondary School Teachers; Socioeconomic Status; *Teamwork
IDENTIFIERS- *New York

This study investigated the extent to which school characteristics would interfere with or enhance a shared decision making (SDM) team's ability to address issues of academic achievement as mandated by New York State. A group of 108 SDM team chairpersons in New York State public high schools completed surveys about school characteristics and issues that SDM teams address. The data were sorted and broken into quartiles according to school characteristic: (1) school performance outcomes, as measured by the percentage of Regents diplomas awarded; (2) socioeconomic status (SES), as measured by the Census Poverty Index; and (3) school size, as measured by enrollment. The data for the top and bottom quartiles were examined in a qualitative manner. Data analysis indicated that, overall, groups of teams addressed similar issues at similar rates. There were no differences between top and bottom groups of teams on academic issues in high and low achievement outcome schools, in high and low SES districts, and in large and small schools. One exception was the extent to which SDM teams in low performance schools were better at identifying strategies to measure the impact on student achievement than were SDM teams in high performance schools. (Contains 22 references). (SM)

ED 414 267 SP 037 671

McKenzie, Gary R.
Imagery Teaches Elementary Economics Schema Efficiently.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

understood as a quality of the coupling between a student and his or her school-based attempts to learn rather than as something irrelevant to learning, achieved or acquired by the student in other contexts. (Contains 1 figure and 24 references.) (Author/SLD)

ED 414 285 TM 027 685

Gover, Mark; Gavelek, James
Educating the Emotions: Implications of a Relational View of Knowing for Learning and Development.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Child Development; Children; Educational Environment; Elementary Secondary Education; *Emotional Development; Emotional Response; *School Role; Teaching Methods; *Values Education

This paper argues that an individualist view of teaching and learning, based on a Cartesian world-view leads to the abdication of responsibility as educators of the emotions. A sociogenic perspective is proposed that urges that schools teach learners how to feel as well as how to learn. The classroom is a setting rich in opportunities for emotional socialization, but it has been neglected as a context for educating the emotions. From a sociogenic point of view, there is no such thing as a level of pure knowledge with no affective dimension. Emotions index the relational process, the co-construction between person and culture. One cannot teach without invoking feelings of some kind. One of the functions of school ought to be to socialize students into normative ways of feeling. Values, feelings, and emotions cannot be left out of the educational process. (Contains 1 figure and 65 references.) (SLD)

ED 414 286 TM 027 690

Griffin, Marlynn M.; Robinson, Daniel H.
A Test of the Conjoint Retention Hypothesis for Learning from Geographic Maps: Mimetic Features or Spatial Layout?
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Geography; Higher Education; *Learning; *Maps; *Recall (Psychology); *Spatial Ability
IDENTIFIERS- *Conjoint Retention Hypothesis; Iconic Representation; *Mimetic Documents

Three experiments were conducted to investigate two key assumptions of the conjoint retention (CR) hypothesis. The primary intent was to determine whether the structural information conveyed by maps or the mimeticism of map icons was critical in facilitating the recall of text. A secondary goal was to explore the involvement of the visuospatial sketchpad in benchmarks are intended as a resource or reference for schools and school districts that are attempting to develop their own standards and benchmarks. Following an introduction, Section 2 gives an overview of the current state of standards development across subject areas. Section 3 describes the technical and conceptual differences in standards set by various groups, and presents the model of standards and benchmarks used in this study. Section 4 addresses broader issues about the organization and selection of standards, and Section 5 describes the overall process used in this project to identify standards and benchmarks. Section 6 lays out the format and citation strategy used in the standards section. Sections 7 through 20 provide the standards and benchmarks for the following areas: (1) mathematics; (2) science; (3) history; (4) language arts; (5) the arts; (6) civics; (7) economics; (8) foreign language; (9) geography; (10) health; (11) physical education; (12) technology; (13) behavioral studies; and (14) life skills. Appendixes list the 116 documents used in the report and 14 professional subject-area organizations consulted. (Contains 173 references.) (SLD)

ED 414 304   TM 027 768

Triplett, Suzanne E.
The Class of 2000. A Preliminary Analysis of the 1996 National Assessment of Educational Progress (NAEP).
PUB DATE- 97
NOTE- 22p.; "A Special Report presented to Governor James B. Hunt, Jr." Contains nine multi-colored statistical tables which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Educational Improvement; Elementary School Students; *Elementary Secondary Education; Grade 4; Minority Groups; National Surveys; Racial Differences; Secondary School Students; Sex Differences; *State Programs; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress; *North Carolina; United States (South)

This analysis of the findings of the National Assessment of Educational Progress (NAEP) in 1996 for North Carolina documents the state's substantial and sustained gains in educational achievement since 1990. The education reforms of the 1980s are beginning to pay off in North Carolina. It has moved from its historic position at the bottom of all states in academic performance to at, or near, the national average and above all southern states, including Virginia, Georgia, and Florida. North Carolina's 17-point gain in eighth-grade mathematics for the 6 years reported by the NAEP is twice the national average gain, and approximately 50% higher than the gain by any other state in the nation. The 11-point gain in mathematics at grade 4 is almost 3 times the national average gain. North Carolina students have improved the equivalent of one additional grade level during this decade. Furthermore, improvements in performance were uniformly distributed by race, gender, education level of parents, and family income levels, except for black students, who scored relatively better than their national counterparts, and eighth-grade girls, who scored below eighth-grade girls nationally. It took more than a decade of planning, design, and implementation of the state's school reform efforts, but the effects are beginning to be apparent. (Contains nine exhibits.) (SLD)

District (AISD) (Texas) (36 elementary and 5 middle schools) with 70% or more of students from low-income families. Title I Migrant provided supplementary instruction at 12 AISD secondary schools. A lower percentage of students at Title I schoolwide programs passed the Texas Assessment of Academic Skills (TAAS) than did other students districtwide. However, when passing rates for disaggregated groups are examined the scores for economically disadvantaged, Hispanic, and African American students in Title I schools approach the scores for students in these groups in the district overall. The average percent passing the TAAS reading and writing sections has remained consistent for Title I schools over the past 4 years, but mathematics passing rates have steadily increased. Title I funds have been used in prekindergarten programs and in year-round schools, both of which have been shown to have beneficial effects on student achievement. Title I Migrant students met state performance standards in all but a few areas, and the summer school program for migrant students was found to be effective. Parent education and community involvement components of Title I programs were also considered effective. Recommendations are made for program continuation and improvement. Six appendixes provide supplementary detail about the programs. (Contains 146 figures, 19 tables, and 6 references.) (SLD)

ED 414 323 TM 027 845

Paredes, Theresa
Feedback. Texas Academic Skills Program (TASP) Data Summary. Publication Number 96.13.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; College Students; *Feedback; *High School Graduates; High Schools; Higher Education; Mathematics Education; Public Schools; Readiness; Reading Skills; *State Programs; *Testing Programs; Writing (Composition)
IDENTIFIERS- *Austin Independent School District TX; *Texas Academic Skills Program

The Texas Academic Skills Program (TASP) measures reading, mathematics, and writing skills through multiple-choice test items and a writing test essay. It is administered, by law, to students entering Texas public institutions of higher education before they complete 9 semester hours. Passing all sections indicates a general readiness to perform college-level work. Students must pass all sections of the TASP by the time they have earned 60 semester hours or they may not earn an associate's degree or take upper-level work. Report data from the Texas Higher Education Coordinating Board have been summarized in this document to provide information about TASP results for students from the Austin Independent School District (AISD) for the district as a whole and for the individual high schools. Of the 2,887 AISD graduates reported, 32% were first-time TASP takers. Of these, 81.8% passed reading, 74.9% passed mathematics, 85.1% passed writing, and 62.9% passed all 3 tests. Figures 2 through 13 reflect the performance of students from individual AISD high schools. (SLD)

ED 414 324 TM 027 846

Koehler, Holly

NOTE- 108p.; This document was developed through the National Cooperative Education Statistics System and the National Forum on Education Statistics with funding from the National Center for Education Statistics and support from the Council of Chief State School Officers. The use of colored inks on colored backgrounds may cause reproducibility problems.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Computer Software Selection; Decision Making; *Equipment Evaluation; Futures (of Society); *Information Technology; Librarians; Microcomputers; *Needs Assessment; *Organizational Objectives; *Planning; Teachers
IDENTIFIERS- *Technology Integration; Technology Plans

This document was developed to provide assistance to individuals in education organizations who want to learn more about what it takes to develop the best possible technology solution for an organization. It identifies the steps needed to determine technology needs, to list options, to acquire the technology, and to implement a technology solution that will serve the organization today and provide a foundation for the future. The document does not recommend specific equipment and software, nor does it describe how to set up network connections. It does, however, provide a list of specific issues to address during the process to ensure that the technology chosen will meet the organization's needs. Written in non-technical language, the document is aimed at decision makers in education settings. It is organized into 7 chapters, as follows: (1) Knowing What To Do; (2) Knowing What You Need-- conducting a needs assessment; (3) Knowing What You Have; (4) Knowing What To Get; (5) Knowing How To Implement Your Solution; (6) Knowing How To Train Users; and (7) Knowing How To Support and Maintain Your Technology Solution. Each chapter includes a list of sources for additional information, and an ongoing case study illustrates the process. Includes a glossary and a bibliography of print documents, online documents, and other online resources. (Contains 87 references.) (Author/SWC)

ED 413 888   IR 018 657

Status Report and Update on the E-Rate: Providing Schools and Libraries with Affordable Access to the Information Superhighway.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Economic Factors; Educational Finance; Elementary Secondary Education; Eligibility; *Federal Aid; Geographic Location; Grants; *Internet; Library Funding; Networks; Public Libraries; Schools; *Telecommunications
IDENTIFIERS- Access to Services; *Access to Technology; *Educational Rate (Internet); Federal Communications Commission

This document provides a fact sheet, status report, and questions and answers about E-Rate, the discount Educational Rate that schools and libraries will receive for the acquisition of telecommunication services. E-Rate is the result of a regulatory decision on Universal Service made by the Federal

Writing for Publication

Five quarterly issues of the publication, "Signs: Journal of Women in Culture and Society" were examined in a citation analysis format to determine trends in Women's Studies scholarship. A total of 1,927 citations were reviewed to ascertain: the nature of the sources cited; the author's alternate field of interest in addition to Women's Studies; the current topics being covered; the most cited journals; and the currency of the materials cited. The study revealed a great deal of diversity in current Women's Studies issues and in the cross disciplines of the article authors. Authors with cross disciplines in literature were represented most often with approximately 22% of the articles being from literary scholars. Sociology with 19% and history with 10% were the second and third most published scholars. While many diverse topics were covered, issues in literature, history, and sociology were the most often published which parallels the authors' fields of additional interests. Newly published materials received the greatest percentage of references. Approximately 37% of the citations were from the most recent five year period. Almost 12% of the references were from 1970 and earlier which was unexpected in a relatively young discipline. "Signs" was the most often cited journal, a fact that remained consistent with earlier studies. Books were the most frequently cited materials, used 44% of the time, with journals and university presses being the next most used materials with approximately 22% of the citations each. Women's Studies scholars require a great deal of different type of materials for their studies and write on topics of general interest to other scholars. A core collection of Women's Studies materials, therefore, appears to be beneficial to all types of libraries. (Contains 16 references.) (Author)

ED 413 908   IR 056 738

Tracz, Catherine M.
The Status of Readers' Advisory Services in Ohio Public Libraries.
PUB DATE- 97
NOTE- 37p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Librarians; Library Circulation; *Library Services; Library Surveys; *Public Libraries; Questionnaires; *Reading; Reading Habits; *Reading Interests; Reading Programs; Recreational Reading; User Needs (Information)
IDENTIFIERS- Administrative Support; *Ohio; *Reader Advisors

Recreational reading has proved its importance in the public library systems nationwide, as confirmed by circulation records and significant consideration in library budgets, indicating the need to develop systems that bring the book and the reader together in a systematic way. This paper seeks to define the operation of readers' advisory programs and services in Ohio public libraries by providing a status report, attempting to show how many public libraries have formal readers' advisory programs, who administers these programs, and how many programs provide specialized training for their librarians. This report also defines and lists the popular techniques currently being used in Ohio public libraries. A questionnaire was sent to 161 Ohio public services librarians; a total of 87 libraries responded for a return rate of 54.1%. Although responses did not show that there is an increase in the development of formal

United Kingdom. Illustrated with library plans and photographs. Appendices include a list of information sources, and a list of major furniture and equipment suppliers from the United Kingdom, Europe, North America and Australia. (Contains 205 references.) (SWC)

ED 413 926 IR 056 758

Mosely, Joyce J.
Multicultural Diversity of Children's Picture Books: Robert Fulton Elementary School Library.
PUB DATE- 97
NOTE- 37p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Childrens Literature; Content Analysis; Cultural Awareness; Cultural Education; Cultural Enrichment; *Cultural Pluralism; *Cultural Relevance; Elementary Education; Ethnic Groups; Family (Sociological Unit); Hispanic Americans; Library Collection Development; Library Material Selection; *Multicultural Education; *Picture Books; Racial Distribution; *School Libraries; Sex Role; User Needs (Information)
IDENTIFIERS- *Multicultural Literature; Multicultural Materials

The United States has a culturally diverse society. Since children are influenced by what they see and hear at a young age, the aim of this study was to determine if the picture book collection of the Robert Fulton Elementary School Library (Cleveland, Ohio) reflects the cultural diversity of its students. The secondary objective was to ensure that students have materials to learn about a diversity of cultures, and the ability to develop a sense of themselves in the books they read. A content analysis was conducted of 143 books in a sample of 201 picture books. Each book was analyzed for: ethnic representation of characters, central and incidental; ethnicity in terms of roles and gender; the importance of the family to the characters and the story; the authenticity and realism of the races portrayed; and whether children would be positively or negatively affected by the content of the book. The characters in the majority of the titles were realistic and little stereotyping was found. There is a need for more books on the cultures of African Americans, Hispanics, Asians, and Native Americans in the collection of this library. If a school is predominantly African American, then the collection of the library should reflect that fact. Publishers need to make a greater effort to find multicultural authors and publish more multicultural books. (Contains 42 references.) (Author/SWC)

ED 413 927 IR 056 759

Slutz, Mark J.
A Citation Analysis of Master's Level English Theses Submitted to the Department of English-Kent State University, 1985-1995.
PUB DATE- 97
NOTE- 60p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Numerical/Quantitative Data (110)
DESCRIPTORS- *Citation Analysis; Evaluation Criteria; Graduate Study; Higher Education; *Information Sources; *Masters Theses; Sex Differences; Tables (Data)

relationships were strengthened between the HBCU's and KCC. Approximately 100 students participated, with relatively high rates of retention. Problems included lack of commitment from the community colleges and faculty, and lack of student involvement in college life. Despite numerous barriers to academic success, participants demonstrated equal or better persistence in college than did the comparison group. KCC was also able to achieve improved articulation agreements with most of the HBCU's. Appendices include student information, conference programs, and university guarantees. (YKH)

ED 413 945 JC 970 605

Miller, Kenneth; Sonner, Bruce
PASS: Promoting Academic Student Success. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Failure; *Academic Persistence; Academic Probation; Basic Skills; Community Colleges; Enrollment Management; Group Unity; *High Risk Students; Management by Objectives; Program Effectiveness; Program Implementation; Student Adjustment; *Student Attrition; Student Motivation; Student Needs; Study Skills; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Corning Community College NY

Active between 1993 and 1996, the Promoting Academic Student Success (PASS) Program was aimed at reducing the high percentage of failure experienced by academic probation students at Corning Community College (New York). These students typically came from non supportive environments, possessed academic deficiencies, and suffered from feelings of alienation and hopelessness. Based on management by objectives (MBO) methodology, the PASS program was devised to "save" students from academic oblivion and improve retention rates, thereby increasing revenue for the school. Students were assigned to groups of about fifteen, supervised by two leaders. Group meetings occurred at least once every two weeks. Constant contact with PASS staff, individual attention, and a sense of group commitment were emphasized. Students achieved self-command and a sense of personal control through training in time and money management, creative problem solving, study skills, and goal setting in a friendly, relaxed environment. Though the PASS program is now defunct, 32.4% of the participants are pending graduation compared to the national average graduation rate for probationary students of 13%. Barriers to the program's success included lack of both faculty and financial support. (YKH)

ED 413 946 JC 970 606

Hill, Susan S.
Cooperative Learning: A Catalyst for Change in the College Classroom. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 63p.
LANGUAGE- English

American Government: An Introduction Using MicroCase with Distance Learners.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Software; *Computer Uses in Education; *Distance Education; Outcomes of Education; Participant Satisfaction; Program Effectiveness; Student Attitudes; Teaching Methods; Two Year Colleges; *United States Government (Course)
IDENTIFIERS- *MicroCase Analysis System

In spring 1997, a project used MicroCase, a computer-based statistical analysis and data retrieval system, to offer an American Government class to distance students at Iowa's Kirkwood Community College (KCC). Students participated in the course at one of the college's 10 learning centers via a statewide fiber-optic network. MicroCase provided the students with powerful statistical tools, including multiple regression, analysis of variance, and factor analysis; large databases; and a framework in which they can learn to use such resources. The 65 students enrolled in the course were expected to complete computer-based exercises related to foundations of American government, civil rights and liberties, governmental processes and institutions, and public policy, while a variety of assessments were used to gauge the effect of the program, perceived benefits, and student progress. Fifty-six of the students completed the course, an above-average completion rate compared with KCC's on-campus and distance courses, and student feedback was quite favorable. Although technical problems related to a lack of time on the network, damaged computer disks, and differences among center operating systems were encountered, students, nevertheless, received higher-than-average grades and expressed high levels of satisfaction and interest. An appendix provides a sample of student data analysis completed in the course using MicroCase. (BCY)

ED 413 965 JC 980 018

Ignash, Jan M., Ed.
Implementing Effective Policies for Remedial and Developmental Education. New Directions for Community Colleges, Number 100.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; College School Cooperation; Community Colleges; *Developmental Studies Programs; *Educational Policy; Educational Strategies; *Program Effectiveness; *Remedial Programs; Research Utilization; Student Financial Aid; Student Placement; Two Year Colleges

Focusing on the debate over the need for and appropriateness of remedial/developmental programs in higher education, this volume addresses policy issues related to the provision of such programs and presents state, national, and case study data. The following nine chapters are provided: (1) "Who Should Provide Postsecondary Remedial/Developmental Education?" (Jan M.

child's point of view, Integrate expressions of anger with expressions of love and respect, Notice physical signs of anger and how to calm down, and Keep the conversation in the present. This program guide gives background information about the development of the program and offers guidelines for conducting a successful workshop of approximately 12 hours of instruction; the workshop can be conducted in 2 sessions of 6 hours, or several 2- to 3-hour sessions. At the core of the guide are session procedures that will help the instructor introduce both the RETHINK method and the information parents need to deal constructively with children at various developmental stages. The program's introductory videotape features parents sharing their own experiences with anger and their ways of dealing with it, and a psychologist using a puppet to introduce the RETHINK method for managing anger. The parents' manual includes an introduction to anger management, basic information on the RETHINK method, and the same information presented in the program guide on the stages of child development. (HTH)

ED 413 983   PS 025 184

Wyoming Children's Factbook 1995.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 77p.; For 1996 Factbook, see PS 025 185.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; Infant Mortality; Infants; Mortality Rate; One Parent Family; Poverty; *Social Indicators; *State Surveys; Statistical Studies; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; *Wyoming

This Kids Count report details statewide trends in the well-being of Wyoming's children. The first section of the report describes the issues affecting Wyoming's families, health, and teens. The second section consists of a sampling of programs aimed at addressing problems in children's well-being in the areas of teen pregnancy, child abuse, health, child and family poverty, and multiple services agencies. The third section provides an overview of Wyoming's rankings compared to the entire nation. The fourth section consists of the statistical portrait of well-being on a county-by-county basis comparing 1990 and 1993 data for the following indicators: (1) percent low birth-weight babies; (2) infant mortality rate; (3) child death rate; (4) births to single teens; (5) juvenile violent crime arrest rate; (6) teen violent death rate; (7) children under 18 living in poverty; (8) single parent households; and (9) teens not in school and not in labor force. The final section of the report consists of detailed individual county profiles including data on the nine indicators listed above, as well as: (1) county demographics; (2) AFDC recipients; (3) food stamp recipients; (4) Medicaid-eligible; and (5) high school dropout rate. Each county profile provides change-over-time data, comparing 1990 to 1993. (SD)

ED 413 984   PS 025 185

Wyoming Children's Factbook 1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96

provides over 200 strategies on how to incorporate gender equity into the everyday happenings of the classroom. Areas of curriculum such as special days, social studies, art, music, physical education, mathematics, literature, and activity centers have been highlighted to provide entry points for gender equity. Part 3, the "Annotated Bibliography," provides information on over 260 children's books which promote gender equity. Each book has been assigned a suggested grade level from junior kindergarten to grade 3. Books are categorized into themes such as families, women in history, boys in nurturant role, men in non-traditional roles, women and technology, active girls, women in non-traditional roles, elderly men and women, role reversals, folk tales, human values and feelings, sexuality, and anti-homophobia. (Contains 38 references.) (AA)

ED 414 001 PS 025 679

Brito, Gail; Dorsey, Sharon; Dorey, Sheila; House, Pamela; Nouke, Margaret
Strengthening Organizational Skills.
PUB DATE- 97
NOTE- 127p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Action Research; Change Strategies; *Curriculum Development; *Elementary School Students; Kindergarten; Performance Factors; Primary Education; Program Effectiveness; *Student Improvement
IDENTIFIERS- *Organizational Skills

This action research project implemented and evaluated a program for establishing organizational skills, utilizing routines and tools that maximize school success. The targeted population consisted of students in four kindergarten classes in a primary school and three third-grade classes in an intermediate school. Analysis of probable cause data indicated that formal instruction of organizational skills was previously lacking. In addition, the teachers felt that a variety of factors, including absence of routine, low motivation and self-discipline, and poor time management, might negatively impact the students' success in school. A review of solution strategies resulted in the development of a systematic program of organizational skills and integration of these skills throughout the year. Through the use of common sense lessons; communication between parents, students, and teachers; goal setting; and positive reinforcement, significant gains in students' organizational skills were documented. (Twenty-six appendices include copies of parents' and staffs' questionnaires and letters, student interviews, lesson plans, teacher observation checklists, helpful hints and suggestions, and project materials. Contains 33 references.) (Author/AA)

ED 414 002 PS 025 687

Bunke, Jennifer; Edwards, Lorri
Developing Social Skills To Improve Students' Behavior.
PUB DATE- 97
NOTE- 61p.; Master's Field-Based Program, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Behavior; Cognitive Development; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; *Emotional Development; Interpersonal Communication; Interpersonal Competence; *Personality Development; Preschool Education; *Social Development; Socialization
IDENTIFIERS- Emotion Theory; *Emotions; Social Education; *Social Learning Curriculum; Social Learning Theory

Educators today have a renewed perspective: when schools attend systematically to students' social and emotional skills, the academic achievement of children increases, the incidence of problem behaviors decreases, the quality of the relationships surrounding each child improves. The challenge of raising knowledgeable, responsible, and caring children can be enhanced by thoughtful, sustained, and systematic attention to children's social and emotional learning (SEL). The purpose of this book is to address the crucial need among educators for a straightforward and practical guide to establishing, implementing and evaluating comprehensive, coordinated programming to enhance the social and emotional development of children from preschool through high school. Framing the discussion are 39 concise guidelines, as well as many field-inspired examples for classrooms, schools, and school districts. Chapter 1 addresses the "Need for Social and Emotional Learning." Chapter 2 addresses "Reflecting on Your Current Practices." Chapter 3, "How Does Social and Emotional Education Fit in Schools?", provides a more indepth examination of what social and emotional education is. Chapter 4, "Developing Social and Emotional Skills in Classrooms," explains how teachers can help students develop social and emotional skills in their individual classrooms. Chapter 5, "Creating the Context for Social and Emotional Learning," examines issues related to creating an organizational climate supportive of social and emotional educational programs. Chapter 6, "Introducing and Sustaining Social and Emotional Education," discusses practical issues involved in starting and continuing a program. Chapter 7, "Evaluating the Success of Social and Emotional Learning," outlines ways to evaluate social and emotional education efforts to determine whether specific goals are being achieved. Chapter 8, "Moving Forward: Assessing Strengths, Priorities, and Next Steps," revisits the self-reflection process. Three appendices offer a curriculum scope for different age groups, guidelines for social and emotional education, and program description, contacts, and site visit information. (SD)

ED 414 021 PS 025 973

Rabinovich, Elaine Pedreira
Lifestyle, Dwelling Conditions and Daily Routine as Qualitative Indicators of Infant Development: A Study of 0-3 Years Old Children from Rural Brazilian Northeast.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

(055)
DESCRIPTORS- Art Education; Art Expression; *Art Materials; *Childrens Art; Class Activities; *Clay; Day Care; Early Childhood Education; Foreign Countries; Learning Activities; Teacher Role; Teacher Student Relationship

Working with clay enables young children to express, explore, and communicate their feelings and ideas. This resource booklet for early childhood practitioners and it promotes the clay table as a special place for shared discoveries, social interaction, and discussion. The booklet provides a glossary of terms used in clay work, as well as reasons for using clay in addition to dough and graphic work. The booklet highlights the importance of staff commitment to: meaningful interactions with children at the clay table, maintaining a permanent space for regular clay work, providing regular blocks of time, caring for the clay, documenting and displaying children's work, and sharing experiences with families. Basic requirements for clay work are delineated, including the necessary space, materials, and tools. Suggestions are given for engaging, supporting, sustaining, and provoking children's interest in clay work. Characteristics of preschool children involved in clay work are also described. The booklet also presents techniques for clay work, including coils, slabs, armatures, slurry, and textures. Display and documentation of children's work are outlined, and procedures for caring for clay are delineated, including recycling materials and health and safety issues. (KB)

ED 414 042 PS 026 017

Nuthall, Graham
What Role Does Ability Play in Classroom Learning?
PUB DATE- 96
NOTE- 53p.; Paper presented at the Meeting of the New Zealand Association for Research in Education (Nelson, New Zealand, December 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Academic Achievement; Elementary Education; *Elementary School Students; Foreign Countries; Individual Differences; *Knowledge Level; Learning Experience; *Learning Processes; Prior Learning
IDENTIFIERS- *Knowledge Acquisition; Understanding Learning Teaching Proj (New Zealand)

Four studies examined the relationship between students' ability and the learning processes the students engaged in when they acquired knowledge from their classroom experiences. The research was based on a model of learning processes during knowledge acquisition that identifies critical learning experiences and predicts what is learned and remembered. Each study involved detailed observation and audio and video recording of classroom experiences of selected upper primary or intermediate students during a science or social studies unit, as well as individual student interviews. Student learning measures were administered several weeks before and after the unit and again 12 months later. Findings indicated that the model predicted the learning of 86 percent of items whose content was learned and predicted failure to learn for 80 percent of items that were not learned. The lowest prediction rates were for students in the mid-range of ability, with no indication that the learning process was different for the most and least able. Patterns of correlations suggested that although student ability was related to prior knowledge levels,

ED 414 059 PS 026 051

Mountrose, Phillip
Getting Thru to Kids: Problem Solving with Children Ages 6 to 18.
PUB DATE- 97
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Change Strategies; Children; *Conflict Resolution; Interpersonal Communication; Interpersonal Competence; *Parent Child Relationship; Parenting Skills; *Problem Solving
IDENTIFIERS- Communication Behavior; Communication Strategies

Daily misunderstandings between adults and children can create a host of stressful problems, from annoyance to abuse and violence. This book offers specific, concrete ways to communicate and problem solve effectively with kids. The book stresses two-way communication, helping children come to know their own thoughts and feelings so that they can understand the underlying causes of their problems and how to change their outlook. The book contains 10 chapters. Chapter 1 examines two approaches adults often use with children, authoritarian and rewarding, and why they often do not work. Chapter 2 addresses the statistics of abuse and violence in the United States and the need to consciously work with kids to break the spiral of increasing abuse and violence. Chapter 3 presents a specific, five-step method to problem solve with children, empowering them to discover their own answers with the adult as a guide and resource. Chapter 4 breaks down the five-step process into more specifics for application, such as identifying the problem, expressing feelings, and creating the future, and Chapter 5 presents five key communication skills, such as avoiding power struggles and letting go of preconceptions, to help adults stay calm and collected and to turn power struggles into communication breakthroughs. Chapter 6 addresses adults' personal needs and how they relate to children, and Chapter 7 puts together material from previous chapters in example transcriptions. Chapter 8 provides reference tips as guidance through the five-step process; Chapter 9 allows the reader to test the process. Finally, Chapter 10 takes the tools presented in the book and relates them to the "big picture" and improving society as a whole. Six appendices address stages of childhood development, developing a vocabulary for feelings, discovering different core beliefs, examples of "on" and "off" beliefs, achieving through visualization, and going deeper by using a five-step journal. Contains 16 references. (EV)

ED 414 060 PS 026 053

Revenue Generation in the Wake of Welfare Reform: Summary of the Pilot Learning Cluster on Early Childhood Finance.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Kellogg Foundation, Battle Creek, MI.; Danforth Foundation, St. Louis, MO.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Block Grants; *Child Welfare; Community Role; *Early

kindergartners attend kindergarten for a second year. Data from the 1993 and 1995 National Household Education Surveys show that about one child in seven either entered kindergarten late or was required to repeat kindergarten. The surveys found similarities between these two categories of children, but also some notable differences pertaining to gender, race, and developmental delays. The surveys found striking differences in later school performance (in grades one and two) between children who were held out of kindergarten and children who repeated kindergarten. The performance of those who had been held out of kindergarten was found to be better in first and second grade than that of children who entered kindergarten at the prescribed age. In contrast, those who were required to repeat kindergarten were doing worse than their first- and second-grade peers. First- and second-graders in 1993 who had repeated kindergarten were more likely than children who had not repeated kindergarten to receive negative feedback from their teachers. When demographic, socioeconomic, and developmental factors were taken into account, the differences in school performance were reduced, but remained significant in the 1993 survey. In the 1995 survey, however, controlling for these background factors essentially eliminated the differences between student who were held out and other first- and second-graders. The same was true of performance differences between the students who had been retained and other students. The surveys did not find evidence that children who may have been at increased risk of experiencing difficulties in school benefited from (or were harmed by) delayed kindergarten entry. The same was true of kindergarten retention. (Interview items from both years, analyses, and logistic regression model coefficients are appended. Contains 44 references.) (HTH)

ED 414 077 PS 026 087

Marion, Marian
Helping Young Children Deal with Anger. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affective Behavior; *Anger; *Behavior Modification; Child Behavior; Conflict Resolution; Coping; Early Childhood Education; Emotional Response; Interpersonal Relationship; Self Control; *Self Management; Stress Management; *Young Children
IDENTIFIERS- ERIC Digests

Children's anger presents challenges to teachers committed to constructive, ethical, and effective child guidance. This Digest explores what is known about the components of children's anger, factors contributing to understanding and managing anger, and the ways teachers can guide children's expressions of anger. Anger is believed to have three components: (1) the emotional state; (2) the expression; and (3) an understanding of anger (interpreting and evaluating). The development of basic cognitive processes undergirds children's gradual development of the understanding of anger. These processes include memory, language, and self-referential and self-regulatory behaviors. Teachers can help children deal with anger by guiding their understanding and management of

This study identified training needs for Pennsylvania child care providers and assessed the impact of training, classroom/caregiver dynamics, and staff characteristics on child care quality. Participating were 29 family child care providers, 30 group homes, and 60 child care centers, stratified by type of site and geographic region. Quality of care was measured through the Early Childhood Rating Scale, Infant/Toddler Environment Rating Scale (ITERS), and Family Day Care Rating Scale. The work environment was assessed with the Early Childhood Work Environment Survey. Questionnaires were used to obtain information on background and training, and site characteristics. Overall findings indicated that the training system was viewed positively. Providers were highly interested in training and believed it would help them in their work. On-site training and workshops were viewed as most helpful, video and satellite training as least helpful. The major training needs were child motivation and guidance, dealing with child conflict, child development, and developmentally appropriate practice. Low ITERS scores suggested that training in infant/toddler care is a priority. and low scores on all three rating scales indicated that cultural awareness, personal grooming, pretend play, and sand and water play should receive training priority. The amount of training did not predict quality. The most significant change in quality since 1989 occurred in family child care sites. Center quality was related to professional growth opportunities, higher salaries, good communication, and staff agreement on school philosophy. (The research instruments and a data summary are appended. Contains 18 references.) (Author)

ED 414 094   PS 026 118

Schneiderman, Roberta; Werby, Stephen
Homework Improvement: A Parent's Guide to Developing Successful Study Habits in Children before It's Too Late. Grades 4-8.
PUB DATE- 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Associative Learning; Elementary Education; *Elementary School Students; *Homework; Learning Strategies; Notetaking; Parent Role; Parent School Relationship; *Parent Student Relationship; Parents; *Parents as Teachers; *Study Habits; *Study Skills; Thinking Skills

Noting the importance of establishing a cooperative relationship with a school-age child before he or she reaches high school, this guide is designed to assist parents of grade 4-8 students in helping their children establish good learning habits and complete homework assignments, while promoting active, lifelong learning. The guide's introduction highlights the parent's role in student learning and the importance of organization and efficient study methods. The "Learning Habits Checklist" may be used to identify areas needing improvement. Chapter 1 of the guide, "The Organization Tools," details the use of the Daily Assignment Planner, the monthly calendar, and the weekly schedule, and contains activities to facilitate their use. Chapter 2, "The Reading Tools," describes the "read it and own it" strategy for improving reading comprehension. Chapter 3, "The Practice Tools," presents methods for making studying fast and efficient, including flash cards and sorting boxes to contain biographies of Whitetail residents, some of whom were, or were related to, the great leaders and warriors of Geronimo's time. Insights into Apache religion, ceremonies, justice, and culture in general are given through anecdotes. A 1992 visit to the area and some former students provides some of the stories. Contains references in notes, a bibliography, photographs, and an index. (TD)

ED 414 111 RC 021 223

Vasquez, Olga A.; Pease-Alvarez, Lucinda; Shannon, Sheila M.
Pushing Boundaries: Language and Culture in a Mexicano Community.
SPONS. AGENCY- California Univ., San Diego.
PUB DATE- 94
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Biculturalism; Bilingual Education; *Bilingualism; Cultural Exchange; Elementary Secondary Education; Family Life; Hispanic American Culture; Immigrants; Intercultural Communication; *Language Acquisition; *Mexican Americans; *Oral Language; *Parent Child Relationship; Preschool Education; Sociolinguistics
IDENTIFIERS- Chicanos; *Family Communication

This book describes how bilingual children and their families actively and innovatively use available cultural and linguistic resources to pursue their goals. Three separate ethnographic studies were conducted within the same Mexicano community in Lincoln City, California. Descriptions of everyday talk of children and adults focus on how children acquire and use knowledge and language from a variety of contexts to accomplish social and personal needs. Descriptions highlight conversations during preschoolers' routine activities in home and school, use of school language or knowledge in such interactions, parents' deliberate role in their children's language socialization, the linguistic flexibility of preadolescent bilingual children, one child's role as interpreter and advocate, analytic strategies children learn during extended problem-solving situations as the immigrant family negotiates a new language and culture, and the children of immigrants as cultural brokers. Ethnographic data are interpreted from a "recognition perspective" that looks beyond cultural discontinuity to capture similarities in language use across various contexts, the convergence of multiple knowledge sources in a single context, and the uniqueness of language use practices fostered by Mexican culture. Rather than being isolated, the immigrant Mexicano community exists at an intersection of multiple cultures and languages, full of opportunities to acquire, transmit, or combine cultural and linguistic resources. Pedagogical implications of this view are explored through three examples--cross-age tutoring, after-school educational activities, and two-way bilingual education--that illustrate how linguistic and cultural practices can inform curriculum development and instructional strategies. Contains 148 references, notes, and an index. (SV)

ED 414 112 RC 021 225

Yerkes, Rita; Haras, Kathy
Outdoor Education and Environmental Responsibility. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97

family's problem. Criteria are listed for defining a primary adventure family therapy program. The importance of distinguishing among formats to provide appropriate programming is emphasized. Contains 12 references. (SV)

ED 414 127 RC 021 273

Cain, Jim
Something Old, Something New, Something Borrowed, and Something Blue. New Ideas for Challenge and Adventure Programs.
PUB DATE- 97
NOTE- 10p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Educational Resources; Experiential Learning; *Group Activities; *Information Sources; Organizations (Groups); Outdoor Education; Publications; *Resource Materials; Training; Workshops
IDENTIFIERS- Outdoor Leadership

This paper provides information sources and ideas for challenge and adventure activities. Main information sources are listed: libraries, ERIC, and several publishers and programs. Some useful publications are described that provide activities and ideas related to outdoor education, environmental issues, games, special populations, educational theory and practice, corporate experiential learning, facilitation, and adventure. Specific annual workshops in outdoor recreation and leadership are listed, as well as adventure organizations that offer training opportunities. Four sets of group activities for challenge and adventure programs are described: the spider's web, 2B or Knot 2B (group problem solving with ropes and knots), raccoon circles (group challenges using 1-inch tubular climbing webbing), and the lycra tube (group activities using five yards of lycra sewn into a tube). (SV)

ED 414 128 RC 021 274

Cochran, Brent
A Day at the Improv.... The Assessment and Treatment of Musculoskeletal Injuries in the Backcountry.
PUB DATE- 97
NOTE- 13p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accidents; Adventure Education; *First Aid; *Injuries; Medical Evaluation; *Musculoskeletal System; Outdoor Education; Prevention; *Wilderness
IDENTIFIERS- Outdoor Leadership; Splints

Outdoor leaders and those involved in personal outdoor adventure pursuits must be knowledgeable in the assessment, treatment, and prevention of musculoskeletal injuries in the backcountry. In the wilderness medicine setting, extended time periods of essential skills for leaders. (TD)

ED 414 146 RC 021 292

Potter, Tom G.
Human Dimensions of Expeditions: Deeply Rooted, Branching Out.
PUB DATE- 97
NOTE- 7p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Experiential Learning; Field Trips; Foreign Countries; Group Dynamics; *Group Experience; *Interpersonal Communication; Interpersonal Competence; Outdoor Education; *Social Environment; Wilderness
IDENTIFIERS- *Trip Planning

This paper explores some aspects of building and fostering strong group dynamics to enhance expedition behavior and ultimately, successful wilderness group experiences. It attempts to reflect the needs of both large-scale expeditions and educational and camp groups traveling through wilderness, and includes various activities to allow for direct learning experiences. The foundation of expeditions is social atmosphere. As a group travels through wilderness and partakes in new experiences, its members will also travel the human dimension of the journey, learning and experiencing ideas and emotions through one another. The quality of this social dimension is pivotal upon a healthy attitude. Enhancing a healthy attitude involves recognizing common sources of conflict among people in wilderness groups, including lack of respect; lack of flexibility; poor food; unbalanced chores; different objectives; different energy levels; different attitudes; stressors (such as bad weather); and an out-of-sync group member. The best way to combat these sources of conflict is to start before the expedition departs, by nurturing an environment where people feel free to express themselves. Included is an outline with suggestions for fostering strong group dynamics on wilderness trips, emphasizing pretrip objectives, route planning, working with group members, possible stressors, and overall excellent trip behavior. (Author/TSP)

ED 414 147 RC 021 293

Simpson, Steven; Miller, Dan; Bocher, Buzz
Chiji Processing Cards and Non-Directive Facilitated Processing.
PUB DATE- 97
NOTE- 12p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *Discovery Learning; Discussion (Teaching Technique); Elementary Secondary Education; *Experiential Learning; *Group Discussion; Higher Education; *Questioning Techniques; *Self Disclosure (Individuals)
IDENTIFIERS- *Chiji Processing Cards; *Debriefing; Facilitators

Oral Tradition; Plant Propagation; Problem Solving; Reading Aloud to Others; Science Activities; Science Instruction; Science Process Skills; *Story Telling; Thinking Skills; Whole Language Approach
IDENTIFIERS- Whole to Part Instructional Approach

This book strives to combine creative writing, the whole language approach, thinking skills, and problem-solving strategies with an introduction to ecological concepts. It aims to bring scientific facts to life by creating empathy for wild creatures and teach basic science skills by using creative writing and storytelling. This book contains nine original stories that incorporate an array of scientific concepts that can be adapted for listeners of any age or knowledge level. Student-tested activities integrating creative writing and problem solving with a deeper understanding of nature follow each story. Additionally, each story contains several ideas for quick, hands-on activities adaptable to various grade levels. The stories are designed to be presented orally and tips for telling tales such as learning rather than memorizing the story, the importance of practice, audience involvement, sound effects, and body language are included. Ways to integrate basic science skills and science process skills are also identified. Story topics include the food web, predators, migration routes, growing a prairie, and comparing spores and seeds. (AIM)

ED 414 166 SE 060 783

Egan, Lorraine Hopping
Inventors and Inventions, Grades 4-8.
PUB DATE- 97
NOTE- 96p.; Published by Scholastic Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creativity; Elementary Education; *Hands on Science; *Interdisciplinary Approach; *Inventions; Learning Strategies; Problem Solving; Science Activities; *Science History; Teaching Guides; Thinking Skills

This activity book encourages students to think like inventors by employing ready-to-use materials, a timeline game, and topics from social studies, mathematics, science, language arts, and art. The first section explains the definition of invention and explores accidental inventions. It is followed by a section that examines the effects of inventions on American and world history. Students research and create trading cards of inventors, interview senior citizens, and make a water clock. Problem solving challenges, market surveys, cost calculations, and reading and writing patents are some of the activities included in the section on creative activity. Contains an interactive poster and a list of relevant resources. (DDR)

ED 414 167 SE 060 838

Jickling, Bob, Ed.
A Colloquium on Environment, Ethics, and Education (Whitehorse, Yukon, Canada, July 14-16, 1995).
PUB DATE- 96
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conservation (Environment); *Ecology; Economic

are Numbers?" (Svetlana Katok); (10) "Algebraic Coding Theory" (Vera Pless); (11) "Quadratic Reciprocity and Continued Fractions" (Lynne Walling); (12) "Encouraging Women in Mathematics: The Spelman-Bryn Mawr Mathematics Programs" (Sylvia T. Bozeman and Rhonda J. Hughes); (13) "The University of Michigan REU Program in Mathematics" (Daniel M. Burns, Jr. and Donald J. Lewis); (14) "The Mills College Summer Mathematics Institute" (Ani Adhikari, Steven Givant and Deborah Nolan); (15) "Summer Program for Women in Mathematics" (Murli M. Gupta and Daniel H. Ullman); (16) "Carleton and St. Olaf Colleges' Summer Mathematics Program" (Deanna Haunsperger and Stephen Kennedy); (17) "The Mount Holyoke Summer Research Institute" (Margaret Robinson); and (18) "The Director's Summer Program at the National Security Agency-Cryptologic Mathematics for Exceptional Undergraduate Mathematicians" (Victoria L. Yates). (ASK)

ED 414 186 SE 060 933

Allen, Nancy L.; Jenkins, Frank; Kulick, Edward; Zelenak, Christine A.
Technical Report of the NAEP 1996 State Assessment Program in Mathematics.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 647p.; Written "in collaboration with" 38 other individuals whose names appear on the title page.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *National Competency Tests; National Programs; National Surveys; *Standardized Tests; *Student Evaluation; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress; *State Mathematics Assessment (NAEP)

The purpose of this report is to provide technical information about the 1996 State Assessment in Mathematics. It provides a description of the design for the State Assessment and gives an overview of the steps involved in the implementation of the program from the planning stages through to the analysis and reporting of the data. The report describes in detail the development of the cognitive and background questions, the field procedures, the creation of the database and data products for analysis, and the methods and procedures used for sampling, analysis, and reporting. It does not provide the results of the assessment--rather, it provides information on how those results were derived. Chapters include: (1) "Overview: The Design, Implementation, and Analysis of the 1996 State Assessment Program in Mathematics"; (2) "Developing the Mathematics Objectives, Cognitive Items, Background Questions, and Assessment Instruments"; (3) "Sample Design and Selection"; (4) "State and School Cooperation and Field Administration"; (5) "Processing and Scoring Assessment Materials"; (6) "Creation of the Database, Quality Control of Data Entry, and Creation of the Database Products"; (7) "Weighting Procedures and Variance Estimation"; (8) "Theoretical Background and Philosophy of National Assessment Educational Progress (NAEP) Scaling Procedures"; (9) "Data Analysis and Scaling for the 1996 State Assessment Program in Mathematics"; and (10) "Conventions Used in Reporting the Results of the 1996 State and engineers by demographic characteristics such as citizenship, place of birth, field of degree, and employment-related characteristics such as occupation, sector of employment, median salary, and various labor force rates. Some tables in this report include estimates for doctoral scientists and engineers employed in four-year colleges and universities. Contains numerous detailed statistical tables, technical notes, and the survey instrument. The Technical Notes section contains information on survey methodology, coverage, concepts, definitions, and sampling errors. (Author/DKM)

ED 414 204 SE 061 020

Mashhadi, Azam; Woolnough, Brian
Dualistic Thinking Underlying Students' Understanding of Quantum Physics.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual International Conference on Thinking (7th, Singapore, June 1-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; *Cognitive Mapping; Educational Change; *Educational Philosophy; Educational Theories; Elementary Secondary Education; *Quantum Mechanics; Realism; Science Education; Scientific Principles

Philosophical analysis indicates that underlying much of the Western scientific world view is the metaphysical presupposition of duality, the claim being made that the world is made sense of in terms of either/or and in terms of polarities (e.g., light versus dark). By way of contrast, no concept is more important in Asian philosophical and religious thought than that of nonduality. The basic ideas of quantum physics are not so much difficult as that they are strange. In some situations, electrons that are usually referred to as 'particles' may exhibit 'wave-like' behavior. Both matter and radiation can be viewed as having a dual (wave-particle) nature. In an empirical study of student thinking, the powerful heuristic metaphor of the map is used to construct graphic representations of United Kingdom Advanced level students' understanding of quantum physics. The nature of students' understanding is represented by their construction of groupings of ideas in a personal psychological space with underlying dimensions providing a co-ordinate system for their perceptions. The relationships between students' conceptions of quantum phenomena at the level of the population group are investigated using a structured questionnaire and multivariate analytical techniques (Multidimensional Scaling, Cluster Analysis, and Factor Analysis). A novel quantitative methodology is used to probe students' qualitative implicit understanding. Findings confirm the primacy of dualism in student thinking. Contains 51 references. (Author)

ED 414 205 SE 061 021

Mashhadi, Azam; Han, Christine
21st Century Thinking and Science Education.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual International Conference on Thinking (7th, Singapore, June 1-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- Advertising; Elementary Education; *Ethical Instruction; Ethics; *Honesty; *Integrity; *Lying; Mass Media Effects; Moral Issues; Mythology; Propaganda; Social Influences; Stereotypes; *Values Education

Readers learn how to discern the truth from lies through a series of activities, games, and experiments. This book invites young students to look at lies in a fair and balanced way. Different types of lies are examined and the purposes they serve and discussed. Problem solving activities are given. The book is organized in nine chapters, including: (1) "Truth is Stranger than Fiction: Where Does the Truth Lie?"; (2) "Sniffing Out the Truth: How Your Senses Can Deceive You"; (3) "Be True to Yourself: Lies You Tell Yourself"; (4) "Social Lies: Are We Lying, or Just Being Polite?"; (5) "Myth-Matics: How Numbers Can be Used to Deceive"; (6) "There are No Cats in America: Historical "Facts" and Myths Cultural and Personal"; (7) "Adver-Lies: How Advertisers Shape Your Opinions and Actions"; (8) "All Hat and No Cattle: Public Relations and Media Lies"; and (9) "You Are an Agent of Truth: How to Live in a World of Lies." An answer guide is provided for the included problems, questions and quizzes. The book concludes with a bibliography, index, and author vita. (MM)

ED 414 228 SO 028 063

Topal, Cathy Weisman
Children and Painting.
PUB DATE- 92
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetics; Art Criticism; *Art Education; *Art Materials; Childrens Art; Elementary Education; *Painting (Visual Arts); Preschool Education; *Sequential Approach; Teaching Guides; Teaching Methods
IDENTIFIERS- *Art Elements

This handbook demonstrates how studio art concepts may be broken down into their simplest level, thus, allowing preschool and elementary students to work with one particular concept and technique at a time. Teachers are encouraged to coordinate open-ended painting activities with major study units taking place in the classroom. The fourteen chapters are organized in four parts. The chapters in Part 1 are designed to encourage interaction with and exploration of the art elements--brushstroke, texture, shape, color, value, and composition. Part 2 suggests basic strategies for helping children use paint to explore familiar objects and places in their world (flowers and still life, the environment, animals, and people). Part 3 introduces alternative painting materials, approaches, and aesthetics. Part 4 focuses on organizing painting materials, setting up to paint, and looking at, thinking about, and discussing artworks and the painting process. Warm-up exercises are given in Part 1 and at the beginning of each subsequent chapter. Suggested strategies for giving positive feedback and additional input are part of each chapter. The book contains a glossary, bibliography, and an index. (MM)

ED 414 229 SO 028 065

Reid, William, Jr.
Popular Music in American History. Revised.
PUB DATE- 92

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Elementary Secondary Education; Graduate Students; Higher Education; *Knowledge Base for Teaching; Principals; Surveys; *Teacher Attitudes; Teacher Education; *Teacher Education Curriculum; Teacher Educators; *Teacher Researchers; Teachers; Teaching Experience

The growing movement of teacher-as-researcher and the increasing emphasis on qualitative research paradigms call into question the traditional curricula in teacher education programs, which emphasize the teacher as consumer rather than as producer of research. In this study, college faculty and students, and school teachers and administrators were surveyed to find which research skills they thought should be included in graduate teacher education programs. The sample consisted of 146 students and 37 faculty members from a Midwestern private college of education, and 40 teachers and 44 administrators from area school districts. Each group of respondents was asked to complete a survey that included a list of 15 research skills with a Likert-style response rating scale. Respondents were asked to explain the rating they assigned to each skill. The three skills found to be most important by the respondents were: the ability to use library resources; the ability to conduct action research in a classroom setting; and the ability to critically analyze professional literature. The three skills rated least important were: the ability to compute and interpret intermediate and advanced statistics; the ability to publish research findings; and the ability to carry out a formal thesis study. The respondents' explanations of their responses, the complete ratings of all 15 skills by the four stakeholder groups, and a comparison of the ratings assigned by the respondents are presented. It is recommended that teacher education courses prepare students to become reflective practitioners, generators of knowledge, and systematic observers; however incorporating action research into graduate programs may be problematic for students because they do not have their own classrooms. (Author/LH)

ED 414 250 SP 037 647

Reyhner, Jon, Ed.
Partnerships in Education. Preparing Teachers for the Twenty-First Century.
PUB DATE- 97
NOTE- 170p.; Collection of papers presented at Northern Arizona University's Center for Excellence in Education Conference "Connecting with Schools: The Rewards and Challenges of School Partnerships" (Flagstaff, AZ, October 15-17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Faculty Development; Field Experience Programs; Futures (Of Society); Higher Education; *Inservice Teacher Education; Leadership Training; Multicultural Education; *Partnerships in Education; *Preservice Teacher Education; Rural Schools; Student Teaching; *Teacher Education Programs; Teacher Improvement; Teachers

This book offers a selection of 14 conference papers that present a variety of innovative partnerships for the preparation of teachers and school administrators. Part 1, "Teacher Preparation Partnerships," presents 4 papers: (1) "Ten Years of the Hawaii School/University Partnership" (J.P. Dolly, P.A.

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Economics Education; Elementary Education; Elementary School Students; Imagination; Learning Theories; Mnemonics; *Schemata (Cognition); *Social Studies; Teaching Methods; *Visual Aids; *Visualization
IDENTIFIERS- *Cognitive Imaging; Senesh (Lawrence)

In a complex domain such as economics, elementary school students' knowledge of formal systems beyond their immediate experience is often too incomplete, superficial, and disorganized to function as schema or model. However, visual imagery is a good technique for teaching young children a network of 10 to 20 propositions and the relationships between those propositions in a single lesson with good recall and comprehension. In introductory lessons,u students are informed of objectives and they are shown how the content is applicable in authentic situations. Next, new information is presented in a memorable way. For example, a frequently used cue word or title is linked with a mnemonic device that prompts recall of a particular distinctive graphic feature in the mind. After explaining 8 to 10 propositions in this chained manner, the illustration is removed and students are prompted to process and practice material with guiding questions. The concept of the "Money Cycle Main Ideas" demonstrates the method. A number of observations, case studies, and quasi-experimental studies suggest promising outcomes resulting from the visual imagery approach. If students can remember images of all parts of a network of elements of an integrated system, the image appears to form a reconstruction and recall framework for subsequent lessons. A figure depicting the money cycle and a chart showing the fundamental relationships of economic knowledge are attached. (Contains 23 references.) (LH)

ED 414 268 SP 037 672

Fraas, John W.; Russell, Gary; Newman, Isadore
Evaluating the Impact of the FOCUS Model on the Efficacy Levels of Teachers: A Field Based Study.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Elementary School Teachers; Elementary Secondary Education; Graduate Study; Higher Education; Models; Preservice Teacher Education; Secondary School Teachers; *Self Efficacy; Teacher Attitudes; *Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Learner Centered Instruction; Teacher Efficacy Scale

Teacher efficacy has been identified as a variable that can influence teacher effectiveness. The results of methods designed to change teacher efficacy, however, have been mixed. The purpose of this study was to evaluate the possible impact on teacher efficacy of the FOCUS (1992) instructional method, which is designed to create an environment in teacher-education classes that is receiver-oriented, using activities and strategies designed to match students' learning styles. Participants were 68 K-12 teachers enrolled in summer graduate education classes; half were in classes that used lecture and discussion and half were in FOCUS classes. Participants completed the Teacher Efficacy Scale at the beginning and end retrieving map information. To investigate these two assumptions, researchers manipulated display conditions to evaluate the impact of icon mimeticism, map spatiality, and the two combined on the recall of text. Subjects were 35 student volunteers from a state university. A concurrent task paradigm was used to assess the recognition of spatial displays and the recall of map feature information. The results of all three experiments point to the prominence of icons as the key attributes of maps for facilitating recall, rather than the spatial layout of the map. Furthermore, no evidence was found to indicate that maps are processed in a more spatial manner than are lists. (Contains 1 table, 2 figures, and 22 references.) (Author/SLD)

ED 414 287 TM 027 695

Hubbard, Lea
A Gendered Look at the Academic Achievement of Low Income African-American High School Students: Strategies of Success.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; *College Bound Students; Disadvantaged Youth; High School Students; High Schools; Higher Education; Low Income Groups; Minority Groups; Qualitative Research; *Sex Differences; Socialization; *Student Educational Objectives
IDENTIFIERS- *African Americans

This paper analyzes the academic success of 30 low-income African-American high school students. The 20 females and 10 males were participants in the Advancement via Individual Determination (AVID) program, a high school program that places previously low-achieving, low-income, and minority students in a special class that offers them academic and social support. Using qualitative data, the study shows that, while most of these students went on to college, the strategies they used and the attitudes they developed towards going to college differed across gender. This research exposes the importance of looking at the construction of academic success as a product of the intersection of race, class, and gender. The social relationships in the homes and communities of these young people transmit a specific set of messages that are unique to their gender and are in response to the anticipated roles they will face in the African-American home. (Contains 23 references.) (Author/SLD)

ED 414 288 TM 027 710

Bracey, Gerald W.
Understanding Education Statistics: It's Easier (and More Important) Than You Think. Concerns in Education Series.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 414 305 TM 027 770

Webb, Norman L.
Criteria for Alignment of Expectations and Assessments in Mathematics and Science Education. Research Monograph No. 6.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Criteria; *Educational Assessment; Educational Change; Elementary Secondary Education; Equal Education; *Expectation; *Mathematics Education; *Science Education; Standards; Teaching Methods
IDENTIFIERS- *Curriculum Alignment; *Reform Efforts

This monograph discusses criteria for judging the alignment between expectations of student achievement and assessment. Alignment is central to current efforts of systemic and standards-based education reforms in mathematics and science. More than four-fifths of the states have content frameworks in place in mathematics and science, and a large number of these have some form of statewide assessment to measure student attainment of expectations given in the frameworks. Various approaches to alignment have been attempted, but they have generally lacked specific criteria for judging the alignment. Twelve criteria for judging alignment grouped into five categories are described, along with examples and levels of agreement. The five general categories are: (1) content focus; (2) articulation across grades and ages; (3) equity and fairness; (4) pedagogical implications; and (5) system applicability. These criteria were developed by an expert panel formed as a cooperative effort of the Council of Chief State School Officers and the National Institute for Science Education provide guidance to educators trying to develop a coherent system of expectations and assessments. An appendix lists the task force participants. (Contains 1 figure, 12 charts, and 54 references.) (SLD)

ED 414 306 TM 027 771

Kimmel, Ernest W.
Unintended Consequences or Testing the Integrity of Teachers and Students.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Assessment Conference of the Council of Chief State School Officers (Colorado Springs, CO, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Cheating; Computer Assisted Testing; Elementary Secondary Education; *Standardized Tests; Teacher Education; Test Validity; *Testing Problems
IDENTIFIERS- *Test Security

Large-scale testing programs are generally based on the assumptions that the test-takers experience standard conditions for taking the test and that everyone will do his or her own work without having prior knowledge of specific questions. These assumptions are not necessarily true. The ways students and educators use to get around standardizing conditions to gain an advantage are described, and ways to reduce these

ExceL Grant Evaluation Report, Year I, 1996-97. Publication Number 96.14.
PUB DATE- 97
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Achievement Tests; *Disadvantaged Youth; Elementary Education; Financial Support; *Grants; *Low Achievement; Low Income Groups; Mathematics Achievement; Program Evaluation; Reading Achievement; Tables (Data); Writing (Composition)
IDENTIFIERS- *Austin Independent School District TX; Texas Assessment of Academic Skills

ExceL grants are a local funding initiative of the Austin Independent School District (Texas) designed to improve student achievement at the elementary level. Schools submit proposals for the 4-year grants, and the amount of the grant is determined based on the number of students not meeting minimum expectations on the Texas Assessment of Academic Skills (TAAS). At the end of the first year of grants, each school was asked to respond to open-ended questions about its ExceL program. This evaluation reports on gains in mathematics and reading, with writing improvement reported for some schools. Of the 66 campuses receiving ExceL funds from 1995-96 to 1996-97, 53 (80%) reported overall improvement in mathematics of one TAAS percentage point or more and 54 (82%) reported overall improvement in reading. Improvements were also reported by ethnic group and for low-income students. A number of campuses far exceeded the ExceL goal of improvement by 7 TAAS percentage points. Results are summarized for the 20 campuses making the greatest improvements. Project reports and TAAS results are also reported for the individual campuses. An appendix gives TAAS pass rates by subject area, grade level, and student group. (Contains 68 tables.) (SLD)

ED 414 325 TM 027 847

Doolittle, Martha; Smith, Ralph
Planning a Comprehensive Approach to Safe and Drug-Free Schools and Communities. Title IV Safe and Drug-Free Schools and Communities Evaluation, 1996-97. Publication Number 96.15.
PUB DATE- 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Alcoholic Beverages; *Drinking; Drug Education; Drug Use; Elementary School Students; Elementary Secondary Education; Federal Aid; *School Safety; Smoking; *Student Attitudes; Tables (Data); Teachers; *Violence
IDENTIFIERS- *Austin Independent School District TX; *Drug Free Schools

The Safe and Drug-Free Schools and Communities (SDFSC) Act of 1986 provides funding to school districts to supplement local efforts to eliminate violence as well as drug and alcohol use by their students. In 1996-97, the Austin Independent School District (Texas) (AISD) received $622,692 from the SDFSC grant, with supplemental funds later bringing the total to $1,259,584. A survey of AISD students revealed that self-reported tobacco, alcohol, and marijuana use increased with age and grade, with alcohol used most often. Most students recognized the dangers

Communications Commission (FCC) on May 7, 1997. Starting in January 1998, schools and libraries will be eligible for up to $2.25 billion a year in discounts for a wide range of telecommunications services. Public and private K-12 schools and public libraries are eligible for the discounts. Schools and libraries will not receive the funds directly, rather they will realize the savings in the form of discounts, and service providers will be reimbursed for discounted services provided. Services covered include Internet access, internal connections to bring the technology into each classroom, and telecommunications services (such as voice and data service). Equipment, software, professional development, and asbestos removal are not covered. Discounts range from 20-90% based on economic disadvantage and geographic location, with an average discount of 60%. Economic need is determined by eligibility for the Free or Reduced Price Lunch Program. Application information and sources for further information are provided. (SWC)

ED 413 889   IR 018 660

Ely, Donald P.
The Field of Educational Technology: Update 1997. A Dozen Frequently Asked Questions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Research; Educational Resources; *Educational Technology; Employment Opportunities; Higher Education; Information Sources; Information Technology; *Intellectual Disciplines; Professional Associations; Publications; Scholarly Journals; Textbooks
IDENTIFIERS- ERIC Digests

This digest provides background information and sources that help in understanding the concept of educational technology. Specific answers are provided to the following 12 questions: (1) What is educational technology? (2) What are the roots of educational technology? (3) What is a good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Where do educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are the major professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references for the field? (11) What textbooks are commonly used? and (12) Where can more specific information about educational technology be found? (AEF)

ED 413 890   IR 056 704

Rubenstein, Ilene
Zen and the Art of Online Teaching: Reflections of a Technologically Challenged Writing Instructor.
PUB DATE- 97
NOTE- 13p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Innovative Instructional Practices" (1st, Kapiolani Community College, April 2-4, 1996).
LANGUAGE- English

programs, the responses did suggest that most public services librarians feel that administering readers' advisory services is a part of their job description. Suggestions for further study are offered. The survey cover letter and questionnaire are appended. (Contains 25 references.) (Author)

ED 413 909 IR 056 739

Tsardoulias, L. Sevim
Survey of the Computer Users of the Upper Arlington Public Library.
PUB DATE- 97
NOTE- 34p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Software; Information Technology; Internet; *Library Equipment; Library Surveys; *Microcomputers; *Public Libraries; Questionnaires; Satisfaction; *Users (Information)
IDENTIFIERS- Access to Computers; Access to Technology; *Computer Users; *Ohio

The Computer Services Department of the Upper Arlington Public Library in Franklin County, Ohio, provides microcomputers for public use, including IBM compatible and Macintosh computers, a laser printer, and dot-matrix printers. Circulation statistics provide data regarding the frequency and amount of computer use, but these statistics indicate little about the users. This study sought to learn some characteristics of the users, which programs they prefer, and their purposes in using public access personal computers. In a 24-day period in 1996, questionnaires were made available to every person 18 years old or older who used the personal computers at the main branch of the Upper Arlington Public Library. The survey resulted in a 16% response rate with a total of 57 completed questionnaires. The most frequently cited reasons for use, from highest to lowest, were job searching, business correspondence, school assignments, and personal correspondence. Word processing programs were used in 73% of the visits. The typical respondent uses the library's computers two to three times per month. Computer users were as likely to live within Upper Arlington as to live outside. Seventy-four percent have access to computers elsewhere, and of those, 48% have computers at home. The satisfaction levels with both staff and equipment were high; however, a frequent comment was a desire for newer hardware and software, and for Internet access. The survey cover letter and questionnaire are appended. (Contains 26 references.) (Author)

ED 413 910 IR 056 740

Daly, Michael J.
The Harrisburg Library and the Future of Public Libraries.
PUB DATE- 97
NOTE- 29p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Change; Electronic Libraries; *Futures (of Society); Information Industry; *Library Development; *Library Role; Library Science; *Opinions; *Public Libraries; Special Libraries; Traditionalism
IDENTIFIERS- Library Community Relationship; Ohio

Controversy is the current state of opinion among librarians and

IDENTIFIERS- *Kent State University OH

This paper is a citation analysis of 16 Master's theses which were submitted to the Department of English-Kent State University from 1985 to 1995. Each citation from the 16 theses was analyzed along the following criteria: gender of citation author; format of citation (book, article within book, journal article, thesis, dissertation); nature of citation (text, criticism, biography, other); date of publication; and place of publication (country). Results were tabulated for each individual thesis, aggregate totals for each of the five criteria, and along two clusters: (1) American themed, British themed, and other, and (2) those authored by male students and by female students. Findings indicated that more male authored citations were utilized; most sources were books, articles within books, and journal articles; criticism was used most, followed by text, other sources, then biography; most items used were published in the United States, United Kingdom, and Canada; and most items were published during 1950-1989. Data is shown in 20 tables. (Contains 33 references.) (Author/AEF)

ED 413 928 IR 056 760

Herrage, Bonnie
Inclusion of American Women Literary Authors in Shaw's "A List of Books for College Libraries" and the Three Editions of "Books for College Libraries."
PUB DATE- 96
NOTE- 43p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Libraries; *Authors; *Females; Higher Education; Library Collection Development; Publications; *Reading Materials; *Womens Studies
IDENTIFIERS- *Books for College Libraries; *Reading Lists

This study explores and documents the inclusion of American women literary authors in recommended lists that have been used by academic librarians as a main tool for collection development and evaluation. These lists have been the well-known standards used as guides for building a core collection in support of the college curricula. A sample of 40 women authors was selected from "The Norton Anthology of Literature by Women: The Tradition in English," which is considered an important canon in the field of women's studies and women's literature. An additional 60 women authors selected from "American Women Writers: A Critical Reference Guide from Colonial Times to the Present" were added to the sample. The study documents and evaluates the inclusion of the 100 American women literary authors in Charles B. Shaw's "A List of Books for College Libraries (1930) and its supplement published in 1940. In addition, the study documents and evaluates women's inclusion in the three editions of "Books for College Libraries" (BCL) that were intended to update Shaw's list. The three editions were published in 1967, 1975, and 1988. All are considered highly respected core bibliographies for undergraduate libraries. The timeframe chosen for publication by the American women authors is between 1620 and 1929. This enabled the study to begin by documenting their inclusion in Shaw's list. Results show that there is a tendency to exclude women from the literary canon. The inclusion of women of color was almost nonexistent until BCL3 in 1988. Even though the inclusion of women has increased steadily since the publication of Shaw and its supplement, the adequacy of BCL3 in representing works by American women literary authors is questionable. (Contains 32

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Classroom Techniques; *College Instruction; Community Colleges; *Cooperative Learning; Faculty Development; *Instructional Improvement; Program Effectiveness; Program Implementation; *Resource Centers; School Holding Power; Teacher Student Relationship; Thinking Skills; Two Year Colleges
IDENTIFIERS- *Florida Community College at Jacksonville

In order to address the problems of student success, student retention, and an improved sense of community among students and faculty, Florida Community College at Jacksonville (FCCJ) implemented a three-year project of cooperative learning. The FCCJ Cooperative Learning Project, funded from 1993-1996, focused on changing the culture of the college classroom. Faculty were provided with several levels of intensive training in cooperative learning strategies. FCCJ faculty and students participated in systematic data collection in order to measure the impact and effectiveness of cooperative learning environments. In addition, the Southeastern Center for Cooperative Learning was established at FCCJ in order to provide on-going research on cooperative learning environments and provide ongoing training. The Cooperative Learning Program has proven to be a cost effective means of reforming the classroom and improving student outcomes. Overall, students preferred cooperative learning over traditional methods. They demonstrated significant gains in achievement, retention in the classroom, critical thinking skills, improved teamwork skills, and an increased sense of community between students and faculty, demonstrating the value of cooperative learning. Appendices include the faculty development model, student survey, Center information, presentations, grant information, and a summative evaluation report. (YKH)

ED 413 947 JC 970 607

Near, Barbara
A Revision of Technical Mathematics Based on the NCTM Standards. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; College Faculty; Community Colleges; Computer Uses in Education; Course Evaluation; *Curriculum Development; Curriculum Evaluation; Group Activities; Group Discussion; *Instructional Improvement; *Mathematics Education; Partnerships in Education; Program Evaluation; Program Implementation; *School Business Relationship; Technical Education; *Technical Mathematics; Two Year Colleges
IDENTIFIERS- *Henry Ford Community College MI; *NCTM Curriculum and Evaluation Standards

Between 1993 and 1996, Henry Ford Community College (Michigan) worked with business, industry, and technical instructors to revise their Technical Mathematics program in accordance with the National Council of Teachers of Mathematics (NCTM) Standards. The purpose of the project was to restructure the technical math curriculum and create a context for cooperation

Ignash); (2) "Remedial/Developmental Education Approaches for the Current Community College Environment" (Virginia K. McMillan, Scott J. Parke, and Carol A. Lanning); (3) "Mandatory Assessment and Placement: The View from an English Department" (Dorothy M. Berger); (4) "Structured Versus Laissez-Faire Open Access: Implementation of a Proactive Strategy" (Richard Fonte); (5) "Quality Versus Quantity in the Delivery of Developmental Programs for ESL Students" (Reuel Kurzet); (6) "Community College/High School Feedback and Collaboration: Preventive Measures" (Deborah K. Richey, Jeanette Mathern, Carol S. O'Shea, and Shelby J. Pierce); (7) "Using Research To Evaluate Developmental Education Programs and Policies" (Julie Weissman, Carole Bulakowski, and Marci J. Jumisko); (8) "Financial Aid and the Developmental Student" (Michael B. Goldstein); and (9) "Sources and Information About Remedial/Developmental Education Programs" (Kristen J. McKinney). (BCY)

ED 413 966   JC 980 020

Kolins, Craig A.
From Willamette to Reed: Influences that Encouraged Founding and Survival of Early Colleges in Oregon (1840-1932)
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Educational History; Higher Education; Historiography; *Institutional Survival; *Organizational Development; *Religious Factors; School Community Relationship; *School Support
IDENTIFIERS- *Oregon

A discussion of studies regarding 19th century college founding and survival, this paper provides insights into the factors that influence college survival today. It begins with Tewksbury's 1932 history of the founding of American colleges and universities before the Civil War. His book suggested that affiliation with a religious denomination was the major influence in these institutions' founding and survival. A subsequent study reexamined this theory, using the state of Oregon as a case study. An analysis of three periods in the history of Oregon's educational institutions (i.e., the pre-railroad era from 1840 to 1868, an era of growing community support from 1869 to 1904, and a period of increased state involvement from 1905 to 1932) found the following five influences greater than religious affiliation in determining college founding, control, and survival: (1) the effects of local boosterism, geographic location, and population density; (2) the rise of the middle class and its demand for practical education; (3) the development of regional, state, and national transportation systems; (4) the increased involvement and control of higher education by state government; and (5) Oregon's limited support for the development of public secondary schools and community colleges. Contains 22 references. A table of founding/closing dates and initial control of Oregon educational institutions is appended. (Contains 22 references.) (BCY)

ED 413 967   JC 980 023

Merren, John; Hefty, Diane; Soto, Juan
School to College Linkage--New Models That Work.

NOTE- 151p.; For 1995 Factbook, see PS 025 184.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; Child Welfare; *Children; Day Care; Day Care Centers; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Infants; Mortality Rate; Poverty; Prenatal Care; Preschool Education; *Social Indicators; *State Surveys; Statistical Studies; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; Project Head Start; *Wyoming

This Kids Count report details statewide trends in the well-being of Wyoming's children. The first part of the report provides a statistical portrait based on seven indicators of well-being for the year 1994: (1) prenatal care; (2) percent low birth-weight babies; (3) births to teens; (4) infant mortality rate; (5) child death rate; (6) teen violent death rate; and (7) juvenile violent crime arrest rate. The remaining and largest section of the report consists of detailed individual county profiles which include data on the seven indicators listed above, as well as the following: (1) county demographics; (2) childcare facilities; (3) number of schools; (4) fall enrollment; (5) operating costs; (6) high school graduation rate; (7) high school dropout rate; (8) AFDC recipients; (9) food stamp recipients; and (10) Medicaid-eligible. Each county profile provides data from the years 1990 through 1994. A statewide chart of Wyoming's Head Start services is also presented. Findings indicate that between 1993 and 1994, the total number of births declined in 1994, however, the number of low-weight births increased; births to teens increased; infant mortality rates decreased; child death rate improved; teen violent deaths increased; and juvenile violent crime arrests declined. (SD)

ED 413 985 PS 025 215

The State of Our Children: Kids Count in Vermont. 1995-1996 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Welfare; Children; Demography; Dropout Rate; Early Parenthood; Foster Care; Infants; Mortality Rate; One Parent Family; *Poverty; Prenatal Care; Preschool Education; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Violence; *Well Being
IDENTIFIERS- Arrests; *Indicators; *Vermont

This Kids Count report details statewide trends in the well-being of Vermont's children. The statistical portrait is based on 30 indicators of well-being: (1) population; (2) racial and ethnic diversity; (3) median family income; (4) working mothers; (5) single-parent families; (6) child poverty; (7) children receiving ANFC; (8) children receiving food stamps; (9) children eligible for food programs; (10) new families at risk; (11) poverty; (12) high school dropouts; (13) teens not working or in school; (14) educational attainment of adults; (15) prenatal care; (16) low birth weight babies; (17) infant

DESCRIPTORS- Action Research; *Behavior Problems; Change Strategies; Grade 4; Intermediate Grades; Interpersonal Communication; *Interpersonal Competence; Peer Relationship; Program Effectiveness; *Skill Development; Social Behavior; Social Development; Socialization; *Student Behavior; *Student Improvement

IDENTIFIERS- *Social Skills Training

This action research project implemented and assessed a program to improve student behavior. Participants were fourth-grade students in a growing middle class community in northern Illinois. The problem of inappropriate behaviors was documented by means of a behavior checklist, student survey, teacher anecdotal record, and student yes/no reflection sheet. Analysis of probable cause data indicated that increased class size, student mobility, limited opportunity for students' activity outside the classroom, and unclear and inconsistent consequences school-wide for student misbehaviors may be contributing factors. Review of the literature revealed that changing family structures, negative media influence, and traditional competitive classroom climate are also probable causes. A review of solution strategies resulted in the selection of three major categories of intervention: literature-based activities to introduce social skills, direct instruction of social skills, and cooperative activities to practice skills. Post-intervention data indicated a decrease in inappropriate behaviors when students worked with one another. There was in increase in the targeted social skills of equal participation, praising, flexibility, and on-task behavior. (Eight appendices include a behavior checklist, a teacher letter/survey, results of the teacher and student surveys, student reflective log and yes/no reflection sheet, and sample lessons. Contains 25 references.) (Author/AA)

ED 414 003 PS 025 719

Kirschenbaum, Howard

100 Ways To Enhance Values and Morality in Schools and Youth Settings.

PUB DATE- 95

NOTE- 269p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Beliefs; Citizenship; Citizenship Education; Elementary Secondary Education; *Ethical Instruction; *Ethics; Integrity; Moral Development; *Moral Values; Social Cognition; Social Values; Values Clarification; *Values Education

IDENTIFIERS- *Character Development; *Character Education; Moral Reasoning

This book presents a comprehensive approach to values education and moral education. It draws on old and new approaches and methods to help young people grow up with clear values, good character, moral integrity, and the knowledge and skills to be good citizens. This comprehensive model utilizes traditional approaches for inculcating and modeling values, and for teaching and demonstrating to young people the best values and moral traditions of their culture. New approaches are discussed that are intended to help students internalize these values and to develop the attitudes, beliefs, and skills to guide their own lives and make responsible, personal decisions in a changing world. The approach presented here is a practical one.

DESCRIPTORS- *Breastfeeding; *Child Development; *Child Rearing; *Family Environment; Family Life; Foreign Countries; Housing; Rural Family; *Toddlers
IDENTIFIERS- Brazil; *Children and Their Natural Environment; Indicators; *Toilet Training

The developing child and his/her eco-social-cultural context is the focus of study of 28 children ages 0-3 years in the rural area of Cocal, Piaui in Northeast Brazil. Ethnographic methods, naturalistic observations and semi-structured interviews were used to ascertain the physical context (the house and its surroundings), as well as maternal work/breastfeeding routines and their effect on weaning, the child sleeping with or away from the parents at night, the particulars of toilet training in this environment, the child caretaking network, and questions of child autonomy as part of the larger social pattern. Results suggest that: (1) this is an ecosystem which still operates in an integrated manner, but already shows signs of acculturation; (2) the lack of social support during the severe droughts is contributing to family disintegration; (3) and the child is not expected to develop autonomy and the be capable of self-determined transformation actions, thus reproducing the parents' life conditions. (MT)

ED 414 022 PS 025 974

Rabinovich, Elaine Pedreira
"Sedentary" Homeless Children in S. Paulo, Brazil: Their Houses, Their Families, Their Lifestyles.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Child Rearing; Childhood Needs; Children; *Disadvantaged Environment; *Early Experience; Economically Disadvantaged; Elementary Secondary Education; *Family Environment; Foreign Countries; *Homeless People; Poverty; Poverty Areas
IDENTIFIERS- Brazil (Sao Paulo)

This study examined the lifestyle of children from a sedentary grouping of 20 homeless families living under a viaduct in Sao Paulo, Brazil. The study particularly focused on issues related to this lifestyle, including dimensions of housing and cultural variations in housing related to child development and child rearing. The lifestyle of the children described in this study differs from that of children of the street because they have families and temporary houses, and differs from squatters because the families may have to move from one urban space to another. The developmental context of these homeless children was found to include mother-child attachment and other multiple and simultaneous relationships; strong influence of peer relationships; autonomy perceived as dangerous by mothers even though children are "on the street"; collective personal space or a sense of self that incorporates other people; polychronic time; lack of sanitary care increasing illness and morbidity; and delayed or absent schooling. (JPB)

ED 414 023 PS 025 975

Making the Grade: National Survey of State SBHC Initiatives: School Year 1995-96. Revised.

there was no relationship between prior knowledge level and amount learned during the unit. If the appropriate number of learning experiences occurred, without significant gaps between them, learning occurred regardless of students' ability level. Academically relevant discussions were more likely when there was a social climate of acceptance and valuing of each other's ideas, which was more likely with more able students. The major factors affecting whether students access learning opportunities appeared to be related to culture. (Contains 23 references.) (Author/KB)

ED 414 043   PS 026 018

Nuthall, Graham
Learning How To Learn: The Social Construction of Knowledge Acquisition in the Classroom.
PUB DATE- 97
NOTE- 77p.; Paper presented at the Biennial Conference of the European Association for Research in Learning and Instruction (7th, Athens, Greece, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Elementary Education; *Elementary School Students; Foreign Countries; *Knowledge Level; Learning Experience; *Learning Processes; Models; Prior Learning; Theories
IDENTIFIERS- *Knowledge Acquisition; *Piaget (Jean); Private Speech; Social Constructivism; Understanding Learning Teaching Proj (New Zealand); Vygotsky (Lev S)

This conference presentation describes how students develop the cognitive processes through which they acquire knowledge from their classroom experiences. The data were taken from five studies of individual students' classroom experience and its relationship to the learning of curriculum content in typical science and social studies units in the upper elementary school. Data on classroom experience were obtained from simultaneous video-recordings, audio-recordings with individual microphones, and continuous observation of selected students. Data on student learning came from tests and interviews conducted before and after each unit and 12 months later. The resulting model of knowledge acquisition, which predicted with 80 percent success exactly which curriculum concepts and propositions each student learned and remembered 12 months later is described. The conditions of knowledge acquisition and the role of working memory in the sorting and organizing of experience are described. The paper then develops a theory of internalization from the work of Piaget, Vygotsky, and others, and examples of the classroom experiences of students are used to describe how students participate simultaneously in the public, semi-private, and private worlds of the classroom. Evidence for the private world is taken from individually recorded self-talk. Five activities/processes that are involved in acquiring knowledge from classroom experience are described both as simultaneously private processes and social activities. The transactional relationship between the enactment of these processes in the public, semi-private, and private worlds of students' experience provides the conditions for their internalization. Contains 59 references. (Author/KB)

ED 414 044   PS 026 020

Childhood Education; Federal Aid; Financial Problems; *Financial Support; Grants; Income; Public Policy; State Federal Aid; Tax Allocation; Young Children
IDENTIFIERS- *Welfare Reform

Creating more comprehensive, community-based support systems and reforming early childhood financing systems are critical to advancing the goal of having all children enter school ready to learn. The Finance Project is a national initiative to improve effectiveness, efficiency, and equity of financing for education, children's services, and community building and development. This Finance Project report describes the results of a pilot learning cluster comprised of teams of decision makers and opinion leaders from selected states and communities regarding challenges and options for generating revenue for early childhood services in the wake of welfare reform. Contained in the report are summaries of information presented in nine plenary and workshop sessions: (1) issues and challenges in financing early childhood services; (2) overview of issues and options for generating revenue; (3) reforming state and local tax systems through tax incentives; (4) creative use of federal funds to support an early childhood agenda; (5) managed care financing; (6) reforming state and local tax systems through revenue-raising options; (7) reinvestment strategies; (8) economically targeted investments; and (9) decategorization of programs to better address multiple and interconnected needs of children and families. The first session elicited views of federal state, and local leaders; the second, showcased national experts on financing options and issues. The remaining sessions were comprised of a presentation by a national expert, sharing of experiences by state and local leaders, and a question-answer period. Three appendices contain members of the planning and oversight group and the learning cluster teams and the meeting agenda. (KB)

ED 414 061   PS 026 054

Morrison, Donna Ruane; Moore, Kristin A.; Blumenthal, Connie; Coiro, Mary Jo; Middleton, Spencer
Parent-Child Relationships and Investments of Parental Time in Children: Are Children in Stepfamilies at a Disadvantage?
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD.
PUB DATE- 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Behavior Problems; Comparative Analysis; Delinquency; Depression (Psychology); Divorce; Family Environment; Family Structure; Graduation; One Parent Family; *Parent Child Relationship; Parent School Relationship; Sex Differences; *Stepfamily; *Time Management; Well Being
IDENTIFIERS- Church Attendance; Family Activities; National Commission on Children; National Survey of Children; National Survey of Families and Households

Despite the large number of children in stepfamilies, there is little research on the implications of large families for child well-being. This paper used three traditionally representative data sets--the National Commission on Children Survey (NCC), the National Survey of Families and Households (NSFH) and the National Survey of Children (NSC)--to examine the relationship between family type and parental time allocation to children and their activities and parental time constraints, and the impact of parental time investment and parent-child this emotion using the following practices: (1) create a safe emotional climate; (2) model responsible anger management; (3) help children develop self-regulatory skills; (4) encourage children to label feelings of anger; (5) encourage children to talk about anger-arousing interactions; (6) use books and stories about anger to help children understand and manage anger; and (7) communicate with parents to involve them in helping children learn to express emotion. Children guided toward responsible anger management are more likely than those who are not to understand and manage angry feelings directly and nonaggressively and to avoid the stress often accompanying poor anger management. (LPP)

ED 414 078 PS 026 088

Aidman, Amy
Television Violence: Content, Context, and Consequences. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Aggression; Audience Response; Child Behavior; Content Analysis; Context Effect; *Critical Viewing; Emotional Response; Fear; Guidelines; Individual Characteristics; *Mass Media Effects; Parent Child Relationship; Parent Responsibility; Parent Role; Programming (Broadcast); Television Research; *Television Viewing; *Violence
IDENTIFIERS- ERIC Digests; Television Content Ratings System

This digest reports recent findings on violent television content, highlights the recently developed television ratings system, and offers suggestions for parental mediation of children's television viewing. The National Television Violence Study has demonstrated that not all violence is equal. Certain plot elements in portrayals of violence are considered high risk for children and should be evaluated by parents. Characterizations in which the perpetrator is attractive are especially problematic because viewers may identify with such a character. Other high-risk factors include showing violence as being justified, going unpunished, and having minimal consequences to the victim. Realistic violence is also among the high-risk plot elements. Based on reviews of social science research, it is possible to predict some effects of violent viewing in conjunction with specific plot elements, including: (1) aggressive behavior; (2) fearful attitudes about the real world; and (3) desensitization to violence. However, just as not all violence is equal, there are distinctions to be made among viewers. Characteristics such as age, experience, cognitive development, and temperament should be considered as individual factors that can interact with the viewing of violent content. To help parents determine the appropriateness of television programs, a ratings system has been developed by the television industry in collaboration with child advocacy organizations. In addition, the following suggestions may help parents reduce the negative effects of viewing television in general and violent television in particular: (1) watch television with your children to monitor what they are watching and to discuss aspects of the programs; (2) turn the program off if a portrayal is upsetting and discuss the reasons for separate material students know from that they need to learn. Chapter 4, "The Writing Tools," presents the writing organizer and library paper builder to guide students through writing assignments. Chapter 5, "The Analysis Tools," provides tools to help students examine study techniques and analyze test performance to improve on future tests. Chapter 6, "Add Your Own Tools," contains several suggestions for developing learning tools such as strategies for improving associational learning; correcting homework, test preparation, and note-taking. The guide's appendix includes a learning habits checklist, daily assignment planner, weekly schedule, and forms that can be copied for use. Also contains activities for students in grades 1-3 throughout the guide. (KB)

ED 414 095 PS 026 119

Bersola-Nguyen, Irene A.
The Role of Cultural Scripts on the Social Constructions of Two Vietnamese and Two Pilipino Children.
PUB DATE- 95
NOTE- 165p.; Master's Thesis, California State University, Sacramento.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Case Studies; Child Rearing; *Children; *Cultural Influences; Immigrants; Parent Attitudes; Parent Child Relationship; Parents; Social Cognition; *Social Development; Vietnamese People
IDENTIFIERS- Pilipinos; *Scripts (Knowledge Structures); *Social Construction; Social Constructivism; Vietnamese Culture

This study used a social constructivist approach to examine parents' child rearing beliefs and practices and children's social interaction and social understanding in two Vietnamese and two Pilipino immigrant families. The parents were interviewed and observed at home. Four 5- to 8-year-olds were studied in various areas of social development, social interactions, self-help skills, and prosocial behavior. Extensive observations were conducted at home, school, and during after-school care as children interacted with parents, siblings, teachers, peers, grandparents, and the researcher. Children's teachers were interviewed at school. On the basis of extensive descriptions of parents' child rearing practices and children's social behavior, relationships between parents' cultural scripts and children's social constructions were established. Findings suggested that all parents communicated the value of independence to children. Simultaneously, they held traditional values that fostered interdependence. The children's social behavior reflected a strong tendency to associate with others. The three children who were exposed to cultural scripts that were inconsistent across settings showed difficulties in their peer interactions, suggesting that they did not have a clear understanding of their various roles in relation to others. The one child who was exposed to consistent cultural scripts across settings showed a clearer understanding of her diverse social roles and was collaborative and inclusive at all times and had no difficulties relating to peers. (Contains 55 references.) (KB)

ED 414 096 PS 026 120

Directory of Early Childhood Care and Education Organizations in Latin America and the Caribbean. First Edition.
PUB DATE- 96

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attitude Change; *Behavior Change; Camping; *Consciousness Raising; Elementary Secondary Education; Environmental Education; Ethics; *Outdoor Education; *Student Attitudes; Student Responsibility
IDENTIFIERS- *Environmental Attitudes; Environmental Awareness; *Environmental Responsibility; ERIC Digests

Outdoor education programs provide opportunities for students to become environmentally conscious citizens. However, awareness of environmental issues is not enough to preserve our world of limited natural resources. Students must also recognize their environmental responsibilities and change their behaviors accordingly. This digest reviews the literature on developing environmental responsibility. Various studies have shown that environmental instruction in schools and resident camp programs has positive effects on the environmental awareness and attitudes of children and adolescents. However, the link between outdoor education and development of positive environmental attitudes and responsibility was found to be weak and in need of further research. This led outdoor educators to look to related fields for techniques that have successfully created positive behavioral changes in students. Ethical behavioral change in students has not been promoted by lectures, excessive moralizing, or externally derived codes of ethics or conduct. As a result, outdoor educators have focused on environmental action activities that develop responsible behavior. Elements of successful activities and programs include outdoor experience and involvement, autonomous student behavior and problem solving, development of environmental action skills, focus on specific issues, small-group discussion, reflection, mentoring, long-term follow-up, and connection to the local community. (Contains 13 references.) (SV)

ED 414 113   RC 021 226

Romo, Harriett
Improving Ethnic and Racial Relations in the Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Conflict Resolution; *Consciousness Raising; *Educational Environment; Educational Practices; Elementary Secondary Education; Ethnic Bias; Ethnic Relations; *Intergroup Relations; Minority Groups; Racial Bias; *Racial Relations; Social Cognition; *Student Attitudes
IDENTIFIERS- *Antibias Practices; ERIC Digests

Many patterns of racial and ethnic group relations in our schools are based on how members of a given group have been included or excluded in U.S. society. Understanding such patterns requires consideration of slavery, the discrimination faced by Southern European immigrants, the conquests of American Indians and Mexicans, the relocations of Japanese citizens during WWII, and

patient care, rugged terrain, severe environmental conditions, and limited resources create emergency care situations that are considerably different from standard urban emergency response. In emergencies, the trip members are the first responders and are often the rescuers. This paper focuses on the assessment, treatment, and prevention of common injuries to the musculoskeletal system. Some basic information on bones and muscles is reviewed. When assessing an injury, the care provider must look at the mechanism of injury to determine the likelihood, type, and extent of injury. Stable musculoskeletal injuries include strains, caused by overstretching or tearing of muscles or tendons, and sprains, which involve stretches or tears of the ligaments. Stable injuries are treated with rest, ice, compression, and elevation (RICE) but generally do not require splinting. Unstable musculoskeletal injuries include fractures and dislocations and are treated with hands-on stabilization, traction in line, and splinting, in addition to RICE. The diagnosis, treatment, and potential need for evacuation are detailed for various types of injury within each category. The improvisation of splints from backcountry gear and their application to fracture or dislocation are discussed. (Author/SV)

ED 414 129 RC 021 275

Cook, John A.
Experiential Training for Empowerment of the Workforce.
PUB DATE- 97
NOTE- 12p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Corporate Education; *Empowerment; *Experiential Learning; Feedback; Group Dynamics; *Labor Force Development; Organizational Climate; *Organizational Communication; Organizational Development; *Team Training

As downsizing of government and business organizations has become widespread, many managers are seeking to increase productivity by empowering the workforce. When effectively and appropriately implemented, empowered workforce structures can cut costs and improve quality and safety. Yet resistance to such changes arises from a patriarchal environment predicated on control, consistency, and predictability. Values, personalities, and behaviors are not accessible to consistent and predictable control and may vary widely in a diverse workforce. Employers must make a major leap away from patriarchal systems to stewardship. A four-tier model of empowerment training focuses on context, communication tools, outcomes, and the use of experiences. The context for training involves five commitments by participants: taking full responsibility, speaking the truth, asking for what is needed, paying attention, and honoring agreements. Key communication skills are the giving and receiving of feedback with the five commitments in mind, acknowledgment of specific employee contributions and their impact, and completion (resolving unresolved issues). Desired learning outcomes for members of work teams are listed. Facilitators of the experiences used must set the context, observe verbal and nonverbal details that go unnoticed by the group, hold participants accountable, and direct the discussion. Sample process questions are suggested. (SV)

Creating a nonthreatening atmosphere, drawing out introverted participants, and relating the lessons of programmed activities to everyday life are a few of the challenges of quality processing (debriefing). At times, alternative methods of processing open doors when straightforward questioning does not. In some instances, alternative methods serve a group's needs better than traditional processing. Alternative techniques are usually less complicated, making them useful both to novice facilitators intimidated by processing and to experienced facilitators in new complex situations. Chiji Processing Cards is a new tool to help facilitators conduct processing sessions while minimally manipulating discussion. Initially tested on ropes courses and wilderness trips, the final product is now being used in adventure programs, summer camps, school and university courses, hospital psychiatric and rehabilitation services, and corporate leadership seminars. Consisting of 48 pictures (e.g., lighthouse, sunrise, turtle), the cards are tangible images upon which participants in an experiential education activity can formulate their feelings and opinions. This article explains Chiji Processing Cards, their basic use, and their strengths and limitations; discusses the education theory behind the cards, clarifying their place in the spectrum of alternative processing methods as a form of nondirective facilitated processing; and describes modifications of their use to specific circumstances. (Author/TSP)

ED 414 148 RC 021 294

Warren, Karen; Russek, Angel
Social Justice in Outdoor Leadership.
PUB DATE- 97
NOTE- 8p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Adventure Education; *Competency Based Education; Experiential Learning; Leadership Qualities; *Leadership Training; *Outdoor Education; *Sexism in Language; *Social Bias
IDENTIFIERS- *Outdoor Leadership; *Social Justice

Equitable outdoor leadership responsive to social justice issues has historically been absent in the field of adventure education. The call for social justice in the field has been hampered by lack of information, negligible programmatic support, personal conditioning and bias, resistance to reform from those in power, and firmly established traditions in outdoor leadership. Researchers attempting to identify key competencies needed by leaders of outdoor adventures, for example, asked only experienced outdoor leaders for input. Since a disproportionate number of respondents were White males with advanced degrees, the voices of the poor, women, and racial minorities in the field were not prevalent in determining key components of outdoor leadership. Gender biased language, such as using the words "hard" and "soft" to describe skills better defined as "technical" or "interpersonal," has also made it difficult for the development of socially just programs. Most accreditation program literature is lacking in any mention of social and cultural competencies in outdoor leaders and program administrators. One example of a socially just program offering Bachelor's of Science and Master's of

Research; Elementary Secondary Education; *Environmental Education; Epistemology; Ethical Instruction; Ethics; Foreign Countries; Futures (of Society); Habitats; Institutional Evaluation; *Interdisciplinary Approach; Learning Activities; *Philosophy; Relationship; Story Telling; *Values Education; Wildlife
IDENTIFIERS- Canada; *Deep Ecology; Ecopolitics; Environmental Awareness; *Environmental Ethics; Environmental Literacy; Wolves; Yukon (Whitehorse)

The papers in this proceedings explore two themes: "what environmental ethics can do for teachers," and "what teachers can do for environmental ethics." The papers are: "A Colloquium on Environment, Ethics, and Education: Considering the Context" (Bob Jickling); "Planning for the Future: Workshop Observations and Recommendations" (Colloquium Participants); "Welcoming Remarks" (Shirley Adamson, et. al.); "Transferring Wisdom through Storytelling" (Louise Profeit-LeBlanc); "The Role of Socially Evolved Ideals in Environmental Ethics Education in Canada and the Yukon: A Historical Approach Involving the Humanities" (Eugene C. Hargrove); "What Is a Good Way To Teach Children and Young Adults To Respect the Land? (A Panel Discussion)" (Lucy Wren et. al.); "Relational Modes of Knowing: Learning Process Implications of a Humane and Environmental Ethic" (David Selby); "Sacred Land" (Jim Cheney); "An Unwanted Story" (Martha McMahon); "Environmental Education, Liberatory Education and Place-Sensitive Narrative" (Val Plumwood); "The Role of the University, Scientists, and Educators in Promotion of Environmental Literacy" (John Lemons); "Professionalization and Environmental Education: Are We Guarding against Charlatans or Losing the Passion?" (Marilyn MacDonald); "Environmental Education as Values Education: A Critical Framework" (Pamela Courtenay Hall); "Instead of Environmental Education" (Anthony Weston); "Wolves, Ethics, and Education: Looking at Ethics and Education through the Yukon Wolf Conservation and Management Plan" (Bob Jickling); and "Directions for the Future: Environmental Education in British Columbia" (Rick Kool). (AA)

ED 414 168   SE 060 840

Population Education Accessions List. January-April 1997.
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiovisual Aids; Elementary Secondary Education; *Family Planning; Foreign Countries; Higher Education; Information Sources; Instructional Materials; Population Education; *Population Trends; Preschool Education; *Resource Materials; Sustainable Development
IDENTIFIERS- UNESCO

This bibliography addresses the subject of population education. Entries are categorized into three parts. Part 1, "Population Education," consists of titles of books and other documents addressing various aspects of population education arranged by country in the first section and general materials in the second section. Part 2, "Knowledge Base Information," consists of titles on the different multidisciplinary aspects of population education. These entries are grouped into sections of the following major multidisciplinary topics: (1) Documentation; (2) Education (including environmental education, functional literacy, family planning, AIDS, and sexuality); (3) Environment; (4) Fertility and Family Planning; (5) Health and Nutrition; (6) Information and Communication;

Assessment Program in Mathematics." Appendices include: "Participants in the Objectives and Item Development Process"; "Summary of Participation Rates"; "Conditioning Variables and Contrast Codings"; "IRT (Item Response Theory) Parameters for Mathematics Items"; "State Assessment Program Reporting Subgroups; Composite and Derived Common Background Variables; and Composite and Derived Reporting Variables"; "Setting the NAEP Achievement Levels for the 1996 State Assessment in Mathematics"; "Correction of the NAEP Program Documentation Error in the 1992 State Mathematics Results"; "The Information Weighting Error"; and "Sample Design and Selection Tables." (Contains 78 references.) (ASK)

ED 414 187   SE 060 935

Spadano, Joseph W.; Zeidler, Dana L.; Chappell, Michaele F.
Advancing Ownership of Understanding and Responsibility through Homework in Mathematics Education.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Pi Lambda Theta International Education Leadership Association (40th, San Diego, CA, July, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Philosophy; Elementary Secondary Education; Home Study; *Homework; Learning Theories; *Mathematics Education; *Student Centered Curriculum; Teaching Methods
IDENTIFIERS- *Teacher Centered Instruction

Philosophical traditions have a pedagogical impact on how educators willingly or unwittingly conduct themselves. This paper presents an analytic review of two contrasting educational philosophies and their corresponding learning outcomes. Questions are raised concerning the schism that exists between teacher-centered and learner-centered educational orientations, and their implications to concepts central to education such as ownership of understanding and responsibility. An argument is presented as to how a rationale policy of homework may be able to bring about goals consistent with current reform initiatives without radically altering curriculum or pedagogy. (Contains 47 references.) (Author/NB)

ED 414 188   SE 060 947

Harris, Julia, Ed.
Using Children's Literature in Math and Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - General (140)
DESCRIPTORS- *Childrens Literature; *Content Area Reading; *Educational Resources; Elementary Secondary Education;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; Foreign Countries; *Quantum Mechanics; Realism; *Science Education; Scientific Concepts; Scientific Principles

Western culture's sense of reality has been shaped to a large extent by a mechanistic science world view. Such a viewpoint still dominates the thinking promoted by school science. Quantum theory is the most successful physical theory that has been conceptualized, yet Newtonian thought is still one of the main pillars on which the present-day curriculum is based. At the same time, educational theories regarding science teaching have largely been based on out-moded eighteenth century conceptions of the physical universe. Since a primary goal of science education is the development of a "scientific world view," the challenge for 21st century science education lies in devising an educational theory that incorporates understandings achieved in quantum physics. At the very least this involves posing a scientific world view that has not permeated school science. Students have been socialized into perceiving the world as a Newtonian world consisting of three-dimensional space, unidirectional and independent time, and interactions between independently existing objects. Science teaching has a major role in molding students' world views by providing concepts that impose some meaning on the world--'reality' is given sense, order and coherence. It should do this in a way that not only allows students to make sense of reality but also in a way that reflects the best current understanding of reality that is available in science. It is therefore argued that the goal of science education should be to speed up the rate of diffusion of current scientific insights about the nature of reality so that these are incorporated into students' modes of talking and perceiving (i.e., a 21st century mode of thought). Contains 73 references. (Author/NB)

ED 414 206   SE 061 022

Mashhadi, Azam
Figurative Thinking and the Nature of Physics.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual International Conference on Thinking (7th, Singapore, June 1-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Creative Thinking; Elementary Secondary Education; *Figurative Language; Foreign Countries; *Metaphors; *Physics; Questionnaires; Science Education; *Student Attitudes; Thinking Skills
IDENTIFIERS- Analogies

Scientific language is not simply for recording facts but it is also an instrument of thought. It has a central role in not only developing a sense of social identity for members of the scientific community and students in the classroom but also in inculcating views on the nature of science and reality itself. Physicists have created a language in which the fundamental components and symmetries of the world cannot be observed. It is not the case that there is a non-metaphorical physics that has to be made intelligible using figurative language--analogy and metaphor are inherent in the nature of physics. Figurative thinking lies at the heart of scientific thinking. Some results

NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Instructional Materials; Interdisciplinary Approach; *Listening Skills; *Music Activities; *Music Education; North American Culture; Popular Culture; *Popular Music; Songs; *United States History; United States History
IDENTIFIERS- *Critical Listening; *Folk Music

This student book encourages an understanding of U.S. history through song, and of American song through history. The book is organized in two main parts, the first focuses on the nature of popular music. It examines "What is Popular Music?" and looks at pop themes, lyrics, melodies, rhythm, the composer, performer, and publisher. The second part focuses on the place of popular music in history. Subjects examined include: Indian Songs; Colonization and Settlements; Revolutionary America; Territorial and Economic Expansion; The Civil War; Industrialization and Urbanization; Expansion in Business and International Affairs; World War I; The Roaring Twenties; The Depression; World War II; The Cold War; The Civil-Rights Movement; The Vietnam War; Recession and Decentralization; Toward a New World Order; and The Nineties. Musical examples are given throughout the text. "First Encore: Musical Notes" helps non-music-readers understand the examples. A few passages require technical musical knowledge. Suggestions for listening activities, research topics, and discussion questions are provided throughout the book and at the end of each chapter. A bibliography, discography, index of songs, and index of composers, lyricists, and performers concludes the text. (MM)

ED 414 230   SO 028 108

Carlson, Laurie
Huzzah Means Hooray: Activities from the Days of Damsels, Jesters, and Blackbirds in a Pie. First Edition.
PUB DATE- 95
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Elementary Education; European History; Handicrafts; Instructional Materials; Interdisciplinary Approach; Mathematics Materials; *Medieval History; Recipes (Food); Social History; *Social Studies; Western Civilization
IDENTIFIERS- *Middle Ages

Written for juveniles, this book presents information and activities aimed at increasing student understanding of the life experiences of Europeans during the Middle Ages. Student activities are organized by the following categories: (1) "Medieval--What's That?" presents background information; (2) "Lets Dress Up!" examines clothing styles, armor, and accessories; and (3) "Time to Eat!" provides recipes students can reproduce for classroom sharing. Other categories include: (4) "Heraldry"; (5) "Fun and Games"; (6) "Write it Down!" presents calligraphy, print making, paper making, book making, and map making activities; (7) "Arts and Crafts"; (8) "Everyday

Whitesell, and A.P. Port); (2) "The Colton Cluster Project: A Pre- and In-service Teacher Development Program" (K.Z. Weed, R.A. Norton, and N. Norton); (3) "Preparing Teachers for Classrooms of Tomorrow" (B.J. Conaway, P.T. Sharp, and S.A. Schafer); and (4) "Teacher Fellows Program" (V. Resta). Part 2, "Partnerships in Science and Technology," includes 3 papers: (5) "Contexts of Technology Partnerships: Professional Development and Change" (C. Gunn); (6) "Project SIMULATE: Technology Staff Development for Inservice and Preservice Elementary Teachers" (J. Cleland, R. Buss, R. Zambo, K. Wetzel, and P. Rillero); and (7) "The Science Daze Partnership" (E. R. Offutt). Part 3, "Taking University Classrooms into the Schools," features 3 papers: (8) "Praxis--Translating Theory into Practice in a School-Based Teacher Education Program" (C. Fuhler and M. Sandhu); (9) "The Praxis Partnership: Reflections on a Field-based Program (C.J. Fuhler and L. K. Carey); and (10) "Bridging World Views: Professional Development for Faculty in a Site-Based Teacher Education Partnership (S. Markel). Part 4, "Other Partnerships in Education," includes 4 papers: (11) "The Denver Schools' Leadership Academy" (S. Ford, M. Martin, R. Muth, and E. Steinbrecher); (12) "Connecting with Schools for Improved Teacher Education" (M. H. Mosley); (13) "The Rural Multicultural Training Collaborative: A University-Local School Partnership" (P. J. Peterson and L.B.W. Montfort); and (14) "Challenges Involved in Creating and Maintaining a School/University Partnership" (J.C. Kern and K. Mason). A contributor list is included. (Most papers contain references). (SM)

ED 414 251   SP 037 648

Lapan, Stephen D., Ed; Minner, Sam, Ed.
School-University Partnerships. Perspectives: Center for Excellence in Education, Monograph Series No. 4.
PUB DATE- 97
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *American Indian Education; *College School Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; *Mentors; Navajo (Nation); *Preservice Teacher Education; Public Schools; Reflective Teaching; Rural Schools; Special Education Teachers; Student Teaching; *Teacher Education Programs
IDENTIFIERS- *Northern Arizona Univ Center Excellence in Educ

This monograph features four papers that highlight school-based teacher training programs through Northern Arizona University's (NAU) Center for Excellence in Education (CEE). The first paper, "Reflection, Research, and Practice in a School-based Teacher Education Program (Peggy Ver Velde, Sherry L. Markel, Jeanne Dustman, Barbara Campbell, and Mary Knight), outlines the history, operation, and evaluation of the pioneer CEE school-university teacher training program, Flagstaff Partnerships Program. This K-6 effort emphasized curriculum integration translated into lessons taught by college students as they progressed toward student teaching. The second paper, "An Elementary School-based Partnership: The Mentorship Component" (Pat Wall, Emilie Rodger, Martha Brady, and MaryAnn Davies), describes the NAU/Sedona Partnership Program, a K-8 teacher preparation partnership involving CEE and the Sedona, Arizona Unified School District, focusing on the program's mentorship aspect. The third paper, "Integrated Secondary Teacher Education Program: On the Edge of Partnership" (Daniel of the term, rating 16 statements about personal and teaching efficacy. Interaction effects between the method of instruction and participants' two pretreatment efficacy levels were analyzed. Multiple regression analysis indicated that most participants had pretreatment efficacy scores at points on the regression lines where their posttreatment efficacy scores were higher when exposed to the FOCUS model. The rest of the participants had pretreatment efficacy scores that corresponded to points on the regression lines where the posttreatment scores of the participants in the two methods were not statistically different. Teachers who appear to have benefitted from exposure to FOCUS were those with initial personal efficacy levels that were average and below average and initial teaching efficacy levels that were average or above average. Two figures and three tables are attached. (Contains 40 references.) (SM)

ED 414 269 SP 037 673

Hart, Patricia M.; Rowley, James B.
Becoming a Star Teacher. Practical Strategies and Inspiration for K-6 Teachers.
PUB DATE- 97
NOTE- 84p.; Eight audio cassettes accompany workbook not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Classroom Environment; Classroom Techniques; Curriculum Development; Diversity (Student); Elementary Education; Elementary School Teachers; Program Evaluation; *Teacher Effectiveness; *Teacher Improvement; Teacher Student Relationship; Workbooks

This workbook, which accompanies eight audio cassettes, offers strategic advice and inspiration to support beginning elementary teachers. Information comes from roundtable discussions with four experienced teachers. Chapter 1 "Teacher as Decision Maker" discusses the decision making process, how to correct decisions, and when to seek wise counsel. Chapter 2 "Teacher as Community Builder" deals with the school community, student expectations, and the ideal classroom community. Chapter 3 "Teacher as Manager" examines classroom management techniques, problems and successes in classroom management, how to reach every student, and documentation. Chapter 4 "Teacher as Curriculum Developer" presents the Curriculum Development Inventory, inventory results, a motivation to learn worksheet, a lesson planning survey, and a sample planning format. Chapter 5 "Teacher as Counselor" discusses warning signs of problems, learning through observation, and what to do after identifying problem behavior. Chapter 6 "Teacher as Evaluator" discusses viewing each student holistically, planning the evaluation, and conferencing with families. Chapter 7 "Teacher as Diversity Specialist" presents such diversity activities as a student gifts list, a self-evaluation sheet, celebrating diversity information, and a worksheet. Chapter 8 "The Joys of Teaching" presents worksheets on remembering best teachers, secrets of success, summer self-renewal contracts, and a year in review. Each chapter ends with advice from the four veteran teachers and contains a list of references. (SM)

DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Evaluation Methods; Research Methodology; *Statistical Analysis; *Statistics; *User Needs (Information)

The days in which the school practitioner could get by without a knowledge of statistics are over. Educators today need to be able to evaluate data, and data are statistics. It is necessary to deal with statistics when they appear and to provide them when they are needed or expected. This book attempts to provide an understanding of statistics, the reasons educators might use them, and some warnings about their use. Statistics may be categorized as descriptive, used to describe, or inferential, used to make inferences or draw conclusions. The following chapters discuss topics of interest to educators: (1) "Why Do I Need Statistics?"; (2) "The Two Types of Statistics: Descriptive and Inferential"; (3) "Measures of Central Tendency: Mean, Median, and Mode"; (4) "Measures of Dispersion"; (5) "Correlation and Its Discontents"; (6) "Statistical Significance"; (7) "Rank vs. Performance"; (8) "Rate vs. Numbers"; (9) "Percentile Ranks, Grade Equivalents, and Normal Curve Equivalents"; (10) "Seeing through Graphs"; (11) "Reading through Statistical Prose"; and (12) "Not Really the End." If statistics dealt only with theoretical ideas, then it wouldn't be so important that they not be misused. Schools, however, are not theoretical and neither are children. Using data appropriately and being able to respond appropriately are important for educators. (Contains 20 figures.) (SLD)

ED 414 289 TM 027 712

King, Jason E.
Methods of Assessing Replicability in Canonical Correlation Analysis (CCA).
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (20th, Austin, TX, January 25, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Effect Size; *Multivariate Analysis; *Robustness (Statistics); *Sampling
IDENTIFIERS- *Bootstrap Methods; *Research Replication; Weighting (Statistical); Wherry Formula

Theoretical hypotheses generated from data analysis of a single sample should not be advanced until the replicability issue is treated. At least one of three questions usually arises when evaluating the invariance of results obtained from a canonical correlation analysis (CCA): (1) "Will an effect occur in subsequent studies?"; (2) "Will the size of the effect replicate?"; and (3) "Will variables induce similar weightings on replicated variables?" When "external" replication is not feasible, "internal" invariance estimates using only data in hand can yield information about the preceding questions. Approaches to assessing replicability that are discussed are Wherry's correction formula, rotation of function and structure matrices, crossvalidation, and bootstrapping techniques for CCA. Even the bootstrap method is afflicted with the problem common to all the methods of replicability discussed in this paper: results are based solely on data obtained from a single sample. Since this technique creates multiple configurations of the data, it is more robust to the sample-specificity limitation, but it is always advisable to compute multiple invariance estimates. These approaches can aid in determining behaviors are presented. In the first place, there is traditional cheating, by copying, or describing answers, which is enhanced by electronic gadgets or international exchanges of information. Lax security can result in the theft of test booklets. Teachers and other educators can undermine the validity of test by ignoring evidence of student preknowledge of the test or by tacitly colluding with students by allowing access to test materials. The measurement community needs to do a better job of educating educators about the importance of standard conditions. Testing agencies or programs should audit some testing sites to determine the existence of standard conditions, and new techniques of test administration, including computer adaptive tests, must be developed to improve test security. (SLD)

ED 414 307 TM 027 774

Hill, Richard
Calculating and Reducing Errors Associated with the Evaluation of Adequate Yearly Progress.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Assessment Conference of the Council of Chief State School Officers (Colorado Springs, CO, June 1997). Printed on yellow paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Compensatory Education; Disadvantaged Youth; *Educational Improvement; Elementary Secondary Education; *Error of Measurement; Evaluation Methods; Mathematical Models; *Measurement Techniques; Sampling; *School Effectiveness
IDENTIFIERS- *Elementary Secondary Education Act Title I

In the Spring, 1996, issue of "CRESST Line," E. Baker and R. Linn commented that, in efforts to measure the progress of schools, "the fluctuations due to differences in the students themselves could conceal differences in instructional effects." This is particularly true in the context of the evaluation of adequate yearly progress required by Title I programs. This paper takes a typical system of measuring yearly progress and illustrates the truth of this assertion, and it describes alternatives that help distinguish schools that are truly improving from those that are not. Other purposes of the paper include: showing how typical sources of error can be determined; displaying typical sources from certain states for which Advanced Systems in Measurement and Evaluation, Inc. is the assessment contractor; and describing the amount of increase in error that is created by reporting data in terms of the percentage of students at various proficiency levels rather than a mean score. Models testing one or more grade levels in each year are examined. There is no question that if economics and politics support the solution, the best way to minimize standard errors is to increase the number of adequate grade levels being tested. Statistical analysis shows that sampling error will make it difficult to determine which schools are making adequate yearly progress and which are not. Even if just two grades are tested each year, the reduction in standard errors matches the model in which one grade per year is tested, but 3 years' data are used in both baseline and posttest. The latter model is inconvenient for several reasons, one of which is the need to wait 6 years before the first evaluation can be done. (Contains two tables.) (SLD) of these substances. Students also generally felt safe at school, but one-third reported being threatened or harmed at school in the past 2 years. A staff surveys showed that most staff members were not very familiar with SDFSC programs. Evaluation of the programs showed that most money was spent on instructional materials and school presentations, and that many schools did not spend their entire SDFSC allotment. The Substance Use Prevention Education Resources (SUPER I) pilot program developed with SDFSC funds demonstrated considerable success in its first year. Recommendations are made for program improvement, with an emphasis on increased alcohol education, better parent and student outreach efforts, and increased planning and monitoring. Five appendixes present a substance abuse education and prevention plan, student use rates, and results of an employee survey. (Contains 16 tables, 19 figures, and 6 references.) (SLD)

ED 414 326 TM 027 848

Curry, Janice; Washington, Wanda; Zyskowski, Gloria
Year-Round Schools Evaluation, 1996-97. Publication Number 96.10.
PUB DATE- 97
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; Disadvantaged Youth; Elementary Education; *Elementary Schools; Ethnic Groups; *Middle Schools; *Parent Attitudes; Program Evaluation; Satisfaction; *School Schedules; Tables (Data); *Teacher Attitudes; Vacation Programs; *Year Round Schools
IDENTIFIERS- *Austin Independent School District TX; Texas Assessment of Academic Skills

The Austin Independent School District (AISD) (Texas) has been involved in year-round education for 5 years. In 1995-96, 11 elementary schools and 1 middle school had adopted the year-round plan. In all schools, the plan is a single-track plan, so that all students and all teachers have the same schedule, in which students are in school for approximately 60 days and then out for approximately 20 days of "intersession." Schools held instructional activities during two of the intersessions, and some schools offered sessions for 1 week during the breaks. An evaluation of the year-round schools included information on Texas Assessment of Academic Skills (TAAS) results. TAAS scores showed steady improvement for the year-round schools over the past 4 years. In the 1996-97 school year, economically disadvantaged African American and Hispanic students generally achieved higher TAAS scores than they did in Title I schools in general or in the district as a whole. The majority of staff members in the year-round schools were highly in favor of the calendar, as were parents and administrators. Of responding parents, 76% were in favor of the year-round calendar. Most disadvantages reported centered on the inconvenience of the nontraditional calendar, as was especially evident in the middle school. Recommendations are made for increasing the number of year-round schools at the elementary, but not the middle-school, level. Appendixes present the staff and parent surveys, list the percent of students passing the TAAS, and list demographically similar schools. (Contains 10 tables, 45 figures, and 22 references.) (SLD)

ED 414 327 TM 027 853

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Attitudes; Computer Literacy; *Computer Uses in Education; *Curriculum Enrichment; Educational Cooperation; Higher Education; *Instructional Innovation; Internet; *Online Systems; Preservice Teacher Education; Problems; Students; *Writing Instruction; Writing Teachers
IDENTIFIERS- Anecdotes; California State University Northridge; Listservs; *Technology Integration

This paper describes the experiences of a non-technologically oriented composition instructor who began a writing course that incorporated online computer technology. Following the Northridge (California) earthquake in 1994, the administration at California State University Northridge (CSUN) recognized the importance of creating electronic gateways to education. The paper provides anecdotes and Zen stories about the online instruction experiences of the instructor of English 406, Advanced Expository Writing for Teachers. The "technologically challenged" writing instructor prepared for the class by collaborating with a group of other instructors who were implementing online courses, reading about the Internet, joining listservs focused on the Internet and teaching, surfing the Internet looking for sites to show the class, and creating a class web page, and converting materials and notes from the traditional class to the online class. The paper looks at the numerous problems encountered in the first semester the course was offered, and ways the course was changed for the second time it was offered. Suggestions are offered for others who may find themselves in similar circumstances are also offered. (SWC)

ED 413 891 IR 056 705

Menchaca, Mike
Field of Techno-Dreams: If You Build It, Will They Come, and What If They Do? Issues of Equity Online.
PUB DATE- 97
NOTE- 12p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Trends and Issues in Online Instruction" (2nd, Kapiolani Community College, April 1-3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Access to Information; Computer Literacy; Cultural Influences; *Educational Opportunities; Educationally Disadvantaged; Equal Education; Equal Facilities; Futures (of Society); *Information Technology; Language; Microcomputers; *Online Systems; Telecommunications; *Users (Information)
IDENTIFIERS- *Access to Computers; Barriers to Information; *Barriers to Participation

Access to telecommunications and technology are essential for future social and economic viability. Economic class relates directly to level of educational attainment and education will very soon be tied to a person's ability to get online; therefore, "getting online" is not only access to information and resources, it is access to learning and to power. Access, or "getting online," is much more than merely constructing a building, running wire, and dropping in workstations. Providing access includes identifying areas that need access, designing a physical infrastructure to house the access, and ensuring that the interfaces between the devices that provide access and the others about the future of libraries. The proponents of the electronic library say that now that information is readily available from sources other than the library, the role of the library must be rethought. Some of the advocates of the electronic library see the elimination of the library as place. The traditional institutional approach is a variant of the electronic library position. The traditionalists realize that libraries are about more than providing information, but the path that they take will place, in the same camp as the electronic library. They also seek to reinvent the library with marketing approaches where patrons become customers. The grassroots/humanist camp argues that libraries need not strip themselves of what is valuable in the library tradition. They argue that the library can fulfill the needs of the individual and the community. They believe that libraries embody many attributes, one of which is to provide a focal point for the community. These questions are explored through the medium of a small community library in Harrisburg, Ohio. (Contains 12 references.) (Author)

ED 413 911 IR 056 741

Barr, Melissa M.
Indexing Serialized Fiction: May the Force Be with You.
PUB DATE- 97
NOTE- 112p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Abstracting; Abstracts; Authors; Bibliographies; Classification; Criteria; *Fiction; Glossaries; *Indexes; Information Retrieval; Novels; Publications; *Serials; Thesauri; Worksheets
IDENTIFIERS- *Star Wars (Film)

The adult novel offers indexers an unusual opportunity to create a serialized fiction index. This research paper involved designing and creating a Character Index, Thesaurus, Glossary, and Abstract (with descriptors) for 21 novels based on the "Star Wars" movies. The novels are an unusual example of serialized fiction featuring main characters, supporting characters, continuing characters and single-appearance characters as described in this paper. Characters, plots, themes, and physical universe are carefully monitored and reviewed by Lucasfilm, Ltd. while allowing individual authors freedom to develop characters and plots in keeping with Lucasfilm guidelines. Selection criteria resulted in compiling data on over 250 characters included in the Character Index, Glossary, and Abstract Descriptors. The Character Index lists character by authority name, by Character Descriptor, and by title key and chapter of the novel in which the character appears. Glossary provided miscellaneous information on characters. Abstracts summarized plot elements and Abstract Descriptors listed Principle Characters and Other Characters. Thesaurus referenced only Principal Characters (noted in Abstract Descriptors) by authority name, nickname/title, used for/see reference, related planet, political/related alliance, and related characters. Appendices include the Character worksheet for the project and a bibliographic listing of novels. (Author)

ED 413 912 IR 056 742

Brass, Debra A.

references.) (Author/AEF)

ED 413 929 IR 056 761

Ray, Robert C.
The Transformation of Evangelical Literature by Modern Psychology: Are Trends Continuing and Should Evangelical Libraries Be Concerned? A Content Analysis.
PUB DATE- 96
NOTE- 52p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Literature; *Psychology; Self Evaluation (Individuals); Trend Analysis
IDENTIFIERS- *Evangelical Christians; Evangelization; Spirituality

This study examines popular Evangelical literature currently available, in order to determine the percentage of the literature that is concerned with psychological issues, human personality, and self-development, respectively. The purpose of the study is to contribute to previous analyses of the change since World War II in Evangelicalism's attitude toward human personality and the "self" as a result of the influences of modern psychology. The study is a follow-up to research reported (by others) in 1983 which concluded that Evangelicalism's symbolic boundaries were being eroded and its traditions were being recast and reinterpreted in terms of the world view of the dominant secular culture. This study seeks to determine if these trends are continuing and, by content analysis, to determine if the content of Evangelical self-development literature has changed in recent years. The study's objective is to contribute to an understanding of the distinctiveness, if any, of current Evangelical literature, which would be potentially useful information for collection development librarians. Findings indicate that the presence of psychological themes and issues of the individual psyche are increasing in the Evangelical literature. The trends reported in 1983 appear to be continuing and are likely to remain. The data indicate that the current popular Evangelical literature is particularly concerned with actualizing the potential of individuals in the here-and-now, with 68.6% of all such books published being concerned with psychological development and emphasizing immediate results. An orientation in the literature toward career achievement and self-improvement is also notable. It is theorized that the increase in the percentage of Evangelical books pertaining to psychology since 1983 is due to a similar change in the nature of "spiritual" books, in general. The coding sheet and publisher summary sheets are appended. (Contains 22 references.) (Author/AEF)

ED 413 930 IR 056 762

Piercy, Brenda A.
A Content Analysis and Historical Comparison of Bibliotherapy Research.
PUB DATE- 96
NOTE- 37p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Authors; *Bibliotherapy; *Content Analysis; Foreign Countries; Psychotherapy; Reading Research; Researchers;

between vocational faculty and mathematics faculty. The project team was involved in a variety of activities that included visiting job sites, developing and revising learning activities, attending curriculum revision meetings, piloting and evaluating the curriculum, and disseminating project results. An effective system of creating partnerships with business and industry was also developed. As a result, activities were created that focused on topics such as Method Summary Charting and creating a safe work environment. Industry partners and an independent reviewer positively critiqued these activities, but technical math instructors were less positive. Group projects, discussions and computer activities were a central part of course revision. Students in the revised courses demonstrated better problem solving skills than those in traditional courses, but student retention was better in the traditional program. Appendices include revised course content, a sample computer activity, and other sample activities. (YKH)

ED 413 948 JC 970 608

Lisman, C. David
Integrating the Teaching of Ethics in the Community College Curriculum. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Critical Thinking; Curriculum Development; Curriculum Enrichment; Educational Innovation; *Ethical Instruction; *Ethics; *Faculty Development; *Integrated Curriculum; Moral Development; Moral Values; Program Effectiveness; Teacher Student Relationship; Two Year Colleges; Values Clarification; *Values Education
IDENTIFIERS- *Community College of Aurora CO

In fall of 1989, the Community College of Aurora (CCA) (Colorado) started a program entitled "Integrating the Teaching of Ethics in the Community College Curriculum." Eighty-four faculty members participated in a seminar on the curricular integration of ethics. They then implemented an ethics focus in their courses, affecting approximately 1,700 students. Faculty participants believe that the integration of the teaching of ethics into their disciplines has: (1) promoted a heightened awareness of ethical issues; (2) promoted a sense of the classroom as a moral learning community and has fostered better interaction among students and instructors; (3) enabled instructors and students to better clarify their own values; and (4) empowered faculty and students to integrate, understand, and apply the practical as well as the theoretical aspects of their disciplines. The project has also enabled students to engage in more principled, moral reasoning. The curricular integration of ethics is now a permanent part of the college instructional repertoire. The project results were disseminated at a retreat attended by 20 colleges and universities. The success of the ethics project was due to support from the CCA administration and the Faculty Development Program. Appendices include answers to questions concerning the project. (YKH)

ED 413 949 JC 980 001

PUB DATE- 97
NOTE- 45p.; Paper presented at the Annual Meeting of the National Council for Occupational Education (23rd, San Antonio, TX, October 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Academies; Career Exploration; *College School Cooperation; Community Colleges; Corporate Support; Education Work Relationship; Experiential Learning; *High School Students; High Schools; Outreach Programs; Program Descriptions; *Summer Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Pima Community College AZ; School to Work Opportunities Act 1994

In an effort to link the K-12 systems with postsecondary education, Pima Community College (PCC) developed a number of outreach programs, one of which was the Summer Career Academy. During the summer of 1997, with the support of the Pima and Santa Cruz Counties School To Work Partnership and local business and industry, PCC conducted a series of 21 Summer Career Academies for high school juniors and seniors. The academies took place on PCC campuses and met for 3 weeks, combining a three-credit PCC course with field trips, guest speakers, and other supporting activities that provided students with career exploration opportunities. Fifteen occupational areas were offered, with the highest enrollment in computer science/Internet, health care, and emergency services. The School To Work grant covered the costs of the program. The academies were very successful, as indicated by the unexpectedly high enrollment of 403 students and a completion rate of 90.8%. Students represented a total of 36 high schools, including a number of alternative schools, and stated that they enjoyed and benefited from the hands-on experience and numerous field trips. Suggestions for improvement included longer academies, better equipment/computers, and more variety, field trips, and hands-on experience. (YKH)

ED 413 968 JC 980 024

Armstrong, William B.
Educational Plan Student Survey, Fall 1995.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Course Selection (Students); *Educational Counseling; *Participant Satisfaction; Program Effectiveness; *School Orientation; *Student Attitudes; Student Behavior; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *San Diego Community College District CA

In fall 1995, a study was undertaken to determine the effectiveness, according to student perception, of the educational planning system of the San Diego Community College District (California). Of the 26,753 students who enrolled via the district's telephone registration system that fall, 6,937 answered at least one question on an optional survey regarding their satisfaction with the educational planning process. An analysis of their responses revealed the following: (1) 52% of the respondents indicated that they had an educational plan; (2) among all respondents, 40.1% selected their classes based mortality; (18) births to teens; (19) child deaths; (20) teen violent deaths; (21) child abuse and neglect; (22) domestic violence; (23) children in custody; (24) communities and youth; (25) index of schools; (26) sexual activity; (27) alcohol use; (28) tobacco use; (29) fighting; and (30) suicide plans. The report's first five chapters divide the data into the areas of: economic security; education; health; child protection; and a youth risk behavior survey. The report's final chapter provides county-by-county data including population, children and youth in custody, child abuse and neglect, child and youth health indicators, and economic indicator data. A major finding noted in the report is that poverty remains a critical children's issue in Vermont. (SD)

ED 413 986 PS 025 335

Kirsh, Steven J.
Seeing the World through "Mortal Kombat" Colored Glasses: Violent Video Games and Hostile Attribution Bias.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Ambiguity; *Attribution Theory; Grade 4; Intermediate Grades; *Mass Media Effects; *Video Games; *Violence; *Young Children

Although positive effects of children playing video games have been found, recent research suggests that exposure to violent video games may lead to an increase in aggressive behavior. This study investigated the effects of playing violent versus nonviolent video games on the interpretation of ambiguous provocation situations. Participants were 52 third- and fourth-grade children. Children played with either a very violent video game, "Mortal Kombat II," or a relatively nonviolent video game, "NBA Jam: TE," for 13 minutes. Following the video game play, children were read five stories in which a same-sex peer caused a clearly negative event to happen but the intent of the peer causing this negative event was ambiguous. After each story, children were asked a series of questions about the peer's intent, subsequent actions, and whether the peer should be punished and how much. Responses were coded in terms of amount of negative and violent content. Results indicated that children playing the violent video game responded more negatively on three of the six ambiguous provocation story questions than children playing the nonviolent video game. These data suggest that playing violent video games leads to the development of a short-term hostile attribution bias. (Author/HTH)

ED 413 987 PS 025 498

Quality Early Education for Quality Childhood. Proceedings of the International Conference of the World Organization for Early Childhood Education (3rd, Hong Kong, November 30 - December 1, 1996).
PUB DATE- 96
NOTE- 136p.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works -

One hundred different methods for enhancing values and morality are described, with clear guidelines, examples, and suggestions for implementation. The book is divided into two parts. Part I, Values Education and Moral Education: A Comprehensive Approach, provides information on the following subjects: a brief history of values education; an overview of values education approaches; a discussion of the components of comprehensive values education, and suggestions for implementing the comprehensive approach. Part II, 100 Ways To Enhance Values and Morality in Schools and Youth Settings is arranged in the following categories: inculcating values and morality; modeling values and morality; facilitating values and morality; skills for value development and moral literacy; and developing a values education program. (Contains 201 references.) (TJQ)

ED 414 004 PS 025 749

Bernstein, Anne C.
Flight of the Stork: What Children Think (and When) about Sex and Family Building.
PUB DATE- 94
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption; Birth; Child Development; *Childhood Attitudes; Cognitive Development; *Family (Sociological Unit); Family Structure; *Parent Child Relationship; Pregnancy; *Reproduction (Biology); Sex Education; *Sexuality; Stepfamily
IDENTIFIERS- *Family Communication

This book provides parents with some insight on how children come to understand sex and reproduction. Chapter 1 discusses some of the ways children think differently from adults and chapter 2 offers suggestions for talking with children about sex and birth and forming families. In chapters 3-8, children's explanations of the origins of babies are presented according to their six levels of problem-solving ability. Each chapter presents children's ideas about how people get babies, how children's theories of reproduction tie in with their ideas about other of life's puzzles, and how parents can use insight into children's thinking to communicate more effectively with their children. The last three chapters address topics indicative of the changing nature of family life. Chapter 9 addresses the challenge presented to children by the complex concepts of in vitro fertilization, donor insemination, ovum transfer, and surrogacy. Chapter 10 examines the development of children's thinking about adoption: what it means to be adopted, how children understand the motives of adoptive parents and birthparents in making an adoption plan, and children's evolving understanding of the permanence of the family formed by adoption. Chapter 11 explores how children understand the tangle of relationships created by remarriage, when they may have parents and stepparents, siblings and stepsiblings, grandparents and stepgrandparents. (Contains over 80 references.) (TJQ)

ED 414 005 PS 025 776

Family Literacy: The Journey to Success. Stories of Courage, Stories of Change.
PUB DATE- 95

SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; *Child Health; Elementary Secondary Education; *Health Facilities; *Health Services; Integrated Services; *School Health Services; State Aid; State Programs
IDENTIFIERS- *School Based Health Clinics; School Based Services

This report presents data from Making the Grade's 1995-96 survey of state initiatives to support school-based health centers. The survey's main findings reveal that there were 900 such centers providing care to children during the 1995-96 school year, representing a 50 percent increase over previous year. The importance of state funding for these centers is reported, and the primary sources of state-directed support are discussed. The report indicates the spread of centers into the southern and western regions of the United States and the number of centers per state. The report also presents the number of centers located in each level of school, including K-12, elementary schools, middle schools, high schools, and other schools. The report includes graphs and charts containing survey results, and a Fact and State summary sheet. (JPB)

ED 414 024 PS 025 977

Schiff, Donald, Ed.; Shelov, Steven P., Ed.
American Academy of Pediatrics Guide to Your Child's Symptoms: The Official, Complete Home Reference, Birth through Adolescence. First Edition.
PUB DATE- 97
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Child Health; *Children; Developmental Stages; First Aid; Identification; Infant Care; Infants; Parent Materials; *Symptoms (Individual Disorders)
IDENTIFIERS- American Academy of Pediatrics

From time to time, every parent must evaluate a child's symptoms of illness or developmental problems and decide what action to take. This reference book is designed to help parents distinguish minor everyday problems from more serious conditions, and to suggest a reasonable course of action. The book is divided into two major sections: an A to Z directory of the 100 or so most common childhood symptoms and an illustrated first aid manual and safety guide. There is also an extensive index. The A to Z directory, which comprises the bulk of the book, is divided into three sections according to age: early infancy, later infancy and childhood, and adolescence. In each section, the symptoms are listed alphabetically according to their common names and addressed in simple charts. Charts follow a similar form: chart title; "in general" (an introductory paragraph); "call your pediatrician if..."; "warning"; "questions to consider"; "if the answer is..."; "possible cause is..."; "action to take"; and illustrated boxes. The second part of the book contains a first aid section divided into two parts--"Administering First Aid: Lifesaving

Greene, Angela Dungee; Hearn, Gesine; Emig, Carol
Developmental, Ethnographic, and Demographic Perspectives on Fatherhood: Summary Report of the Conference (Bethesda, Maryland, June 11-12, 1996).
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD. Early Child Care Network.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Blacks; Childhood Attitudes; Chinese Americans; Conference Proceedings; Cultural Differences; Cultural Influences; *Demography; *Developmental Psychology; Disabilities; *Ethnography; *Fathers; Low Income Groups; Parent Attitudes; Parent Child Relationship; *Parent Role; Research Methodology; Theories
IDENTIFIERS- Parent Needs; *Parenthood

This report summarizes presentations and findings from a 1996 conference on "Developmental, Ethnographic, and Demographic Perspectives on Fathers." Part 1 of the report describes the characteristics of the developmental psychology, the ethnography, and the family demography aspects of fatherhood. Part 2 examines the multiple dimensions of fatherhood, including how research has characterized fathers' roles, how children view their fathers, and cultural influences on fathers' roles. Part 3 presents methodological considerations, including effective approaches to data collection in various cultures, considerations in developing new research instruments, issues associated with combining quantitative and qualitative methods, and recommendations for integrating various approaches to the study of fathers. Part 4 highlights issues related to large-scale surveys, including the tendency to study fathers largely with measures designed for mothers; the need to shift away from the two-parent, middle-income, white family as the sole point of reference, and toward greater consideration of multiple family configurations; and the need to engage fathers who are underrepresented in data collection. The appendix provides summaries of presentations at three sessions: (1) "How Do Fathers Father and What Difference Does It Make?" with presentations by Michael Lamb, Robin Jarrett, Jennie Joe, and Randal Day; (2) "Fatherhood: American Cultural and Ethnic Contexts," containing presentations by Linda Burton, Iris Mink, Bette Keltner, Jan Blacher, and Don Bailey; and (3) "And the Twain Shall Meet: A Rapprochement Between Demographic and Developmental/Ethnographic Research," with presentations by Vivian Gadsden; Aisha Ray and Sydney Hans; Sharon Ramey; Mercer Sullivan; and Agatha Gallo. (KB)

ED 414 045 PS 026 021

Brown, Brett V.
The Single Father Family: Recent Trends in Demographic, Economic, and Public Transfer Use Characteristics.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD. Early Child Care Network.
PUB DATE- 96
NOTE- 24p.; Paper presented at the Conference on Father's Involvement (Bethesda, MD, October 11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference

relationship on child well-being. NCC results revealed that stepparents, particularly of girls, were less likely than parents in intact families to attend religious services, help with special projects, and attend plays, concerts, or sports events. Compared to parents in intact and single-parent families, NCC stepparents and stepsons were less likely to rate their relationships as excellent or extremely close. Stepparents of NSFH boys were less likely to regularly attend church and church social events than those in intact families, and stepparents of girls were less likely to be a leader of a religious group; eat breakfast regularly with daughters; attend school meetings regularly; or attend church. NSC revealed few family type differences in parental time and emotional investments in children. Differential parental time investments and religious participation partially explained behavior problems among NSFH children. Although being in a stepfamily did not affect NSC males' behavior problems, closeness of the parent-child bond mediated the effect of living in a stepfamily on girls' behavior problems. Children in single-parent families, especially boys, had the most adverse outcomes. (KB)

ED 414 062 PS 026 055

Harris, Rosalind W.
Integrating Family in Social Progress and Development: Implementing Family-Specific Recommendations of Global Conferences of the 1990s. Final Report of the United Nations International Seminar (6th, Vienna International Centre, Austria, November 11-12, 1996).
PUB DATE- 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Family Role; *Family (Sociological Unit); Females; Foreign Countries; Global Approach; *Government Role; International Cooperation; *Public Policy; Social Change; World Affairs
IDENTIFIERS- *Family Policy; *Family Support; United Nations; 1990s

Family-specific recommendations emerging from six United Nations global conferences held in the 1990s may be seen as an agenda for developing family policies. This report presents the work of the Sixth International Seminar, focusing on how and by whom these policies are to be implemented. The three areas selected for attention are: (1) commitment to work toward providing a stable, safe, and supportive environment for families and other caregivers; (2) commitment to work for greater recognition of the family's role; and (3) commitment to work together in support of national and international plans of action for and with families. Contained in the report are the opening statement, welcome addresses, and a speech by a United Nations Officer from the Department for Policy Coordination and Sustainable Development. The three Expert Sessions contain keynote addresses and a round-table discussion: (1) "Family and Children in All Four Conferences"; (2) "Family and Women in All Four Conferences"; and (3) "Family and Social Development in All Four Conferences." Also contained in the report are the closing statements and detailed outlines for future action stemming from the recommendations emerging from the expert sessions. Appended are messages from international leaders, the 1997 Plan of Action, a speaker list, and list of participants. (KB) doing so; (3) limit viewing; (4) use television program guides or a VCR for planning and screening viewing; and (5) encourage children to be critical of messages they encounter when watching television. (LPP)

ED 414 079   PS 026 089

Parent Education and Involvement. Report of Governor Ray Romer's Task Force.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Rearing; Government Role; *Parent Education; *Parent Participation; Parent Role; Parents; Policy Formation; Public Policy; State Government
IDENTIFIERS- Colorado; *Family Support; State Policy

This report contains the recommendations of Colorado Governor Romer's Task Force on Parent Education and Involvement, a task force comprised of parents, advocates, and professionals charged with discussing the importance of parenting, the state's role in supporting parents, and the best lessons about the outcomes of parent education, support, and involvement. The report begins with an outline of factors contributing to the current emphasis on parenting. The bulk of the report is comprised of a discussion of the task force's recommendations: (1) make parent education, support, and involvement programs a central theme in counties' welfare reform plans; (2) create a new statewide fund for prevention efforts that include parent education, support, and involvement; (3) hold parent education, support, and involvement programs accountable for improved parent and child outcomes by evaluating their impact; (4) ensure that parent education, support, and involvement are central elements in child care programs, schools, churches, youth organizations, health care agencies, and other local, state, and national organizations; (5) establish a permanent state-level body within the executive or legislative branch of state government to coordinate and govern policies and funding of parent education, support, and involvement programs; and (6) launch a media campaign that carries the message that parenting is the most important job a person can have and that community well-being depends on parents doing the best job possible. A set of guiding principles for policymakers is delineated. The report concludes with a list of task force and resource group members. (Author/KB)

ED 414 080   PS 026 090

Chung, An-Me; Stoney, Louise
Using Research To Improve Child Care for Low-Income Families.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Day Care; Early Childhood Education; *Low Income Groups; Parent Financial Contribution; Research Needs; State Government; *State Programs; Theory Practice Relationship
IDENTIFIERS- Child Care Costs; Child Care Needs; Day Care Quality; Oregon

NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Advocacy; *Community Programs; *Day Care; *Early Childhood Education; *Family Programs; Foreign Countries; Government Role; Infants; Information Centers; *Organizations (Groups); Preschool Children; Program Descriptions; Tables (Data); Teacher Education Programs; Well Being
IDENTIFIERS- *Caribbean; *Latin America; UNESCO; United Nations Convention on Rights of the Child

The care and education of children is a primary task of all societies, and the role of parents, families, and communities is essential in this process. This directory describes the major activities of 218 non-governmental and governmental organizations, based in 38 Latin American and Caribbean countries, involved in early childhood care and education. Pertinent data on these organizations' young child, family, and community programs are included. The directory is intended for professionals working with and for children, to facilitate communication and information-sharing to improve the situation for children. Directory information was compiled through a questionnaire sent to 780 organizations in Latin American and Caribbean states. Two articles in the directory provide an overview of the situation for children and their families, and challenges and opportunities in Latin America and the Caribbean. Tables present an overview of basic social and economic statistics by country, directly concerning the 0-5 year age group. Profiles are arranged alphabetically by country and official organization name and include the following: (1) identification and contact information; (2) aims, type, and countries of action for the organization; (3) cooperation/partnership activities; (4) major activities in the young child, family, and community programs; and (5) the services and information activities offered. Five indices facilitate information retrieval. Included in the annexes are the main provisions of the UN Convention on the Rights of the Child. (KB)

ED 414 097 PS 026 148

Packer, Alex J.
How Rude! The Teenagers' Guide to Good Manners, Proper Behavior, and Not Grossing People Out.
PUB DATE- 97
NOTE- 472p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Behavior Development; Habit Formation; Internet; *Interpersonal Competence; Parent Child Relationship; Peer Relationship; Personality; Social Development; Student Behavior
IDENTIFIERS- Adolescent Behavior; Adult Child Relationship; *Etiquette; *Manners; Rudeness

Written for the skeptical teen who groans at the mere concept of manners, this guide provides answers to simple and complex etiquette problems, showing that being polite is a learned skill that can produce effective results. Chapters over a broad range of behavior issues including gift-giving, conversation, the experiences of Cuban and Vietnamese refugees and other recent immigrants. Conflicts also exist within ethnic groups. Schools have historically helped include newcomers in American society and continue to do so. However, concerns about intergroup relations in schools have typically focused on improving relations between Whites and African Americans. Today, racial and ethnic relations are more complicated. In school, social bias and fear of "acting White" can detract from the academic achievement of minority group students. Students in multiethnic schools tend to resegregate themselves, and group segregation and stereotyping may be encouraged by certain school policies. Intergroup conflicts may be related to ethnic or racial identity, group unity, or increased peer status for group leaders. School interventions to reduce prejudice and discrimination include educational approaches that teach about group similarities and differences, draw attention to the processes of discrimination, and promote team building; a vicarious experience approach using books and films that emphasizes the commonalities of all groups; and intergroup contacts during cooperative joint activities. Structural changes include systematic integration, small class size, and use of cooperative learning techniques. (Contains 13 references.) (SV)

ED 414 114   RC 021 231

Comprehensive Health Care Program for American Indians & Alaska Natives.
PUB DATE- 94
NOTE- 55p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *Allied Health Occupations Education; American Indian Reservations; *American Indians; Delivery Systems; Elementary Secondary Education; Federal Indian Relationship; Health Education; Health Occupations; *Health Programs; Health Services; Medical Education; Postsecondary Education; *Public Health; Special Health Problems; Technical Education; Tribes
IDENTIFIERS- *Indian Health Service

This booklet summarizes programs of the Indian Health Service (IHS). The IHS was created in 1954 as part of the Public Health Service when responsibility for American Indian and Alaska Native health care was transferred from the Department of the Interior's Bureau of Indian Affairs to the Department of Health, Education, and Welfare. The goal of the IHS is to raise the health status of American Indians and Alaska Natives to the highest possible level. Since 1955 the average life expectancy for American Indians and Alaska Natives has risen 19%; mortality rate among Indians with tuberculosis has decreased 96%; and infant mortality rates have decreased 85%. These improved health numbers are the result of stronger central program supervision, more qualified staff, and an accelerated public health program, including establishment of public health clinics on all reservations. The booklet describes the following IHS programs: (1) health care programs (preventive health services, emergency medical services, environmental health and engineering services, pharmacy services, contract health services, health education program, community-based programs, alcoholism and substance abuse program, school-based programs, diabetes program, nutrition program, mental health program, community health representative program, dental

ED 414 130 RC 021 276

Denali, David Line
The Apache Rescue Team.
PUB DATE- 97
NOTE- 6p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Adventure Education; *Delinquency Prevention; *Emergency Squad Personnel; *Experiential Learning; *High Risk Students; Rescue; Secondary Education; Service Learning; Youth Programs
IDENTIFIERS- *Search and Rescue Missions

Experiments in using outdoor education to affect juvenile development and deter crime abound. Most of these outdoor adventure programs use a setting of developed challenges and perceived risk situations in order to create a life-changing experience. However, these "adventures" remain contrived events and require significant interpretive skills to connect with reality. In contrast, the Apache Rescue Team provides a framework for success in situations of real-life significance. The team is an experiential education program that trains at-risk and probationary youth to respond to technical and medical search and rescue (SAR) situations. Team members, aged 12 and up, are trained in basic first aid, survival, and technical rope rescue techniques. As experience allows, members complete emergency medical technician, advanced technical rescue, and command training as well. The local school allows participants to make up academic work missed because of rescues, and the program provides after-school tutoring. The team makes itself available to all primary agencies organizing SAR responses that the team could respond to. High-profile activity in National Parks boosts participant self-esteem and increases awareness of occupational opportunities. This approach breaks new ground in long-term youth treatment and educational opportunities by challenging professional stereotypes. The team has met with success both in its goals for juvenile crime prevention and in providing first-class search and rescue services. (Author/SV)

ED 414 131 RC 021 277

Fine, L-Jay
A Hero's Journey: A Freshman Orientation Challenge Course Program.
PUB DATE- 97
NOTE- 9p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *College Freshmen; Courses; *Experiential Learning; Higher Education; *Mythology; *Student Development
IDENTIFIERS- Archetypes; *California State University Fresno; Freshman Orientation; Rites of Passage; *Rope Courses

At California State University, Fresno, all incoming students take a full-semester, three-unit course that includes topics on academic preparation but also focuses on issues and topics

Science degrees in environmental education is examined. Contains 16 references. (Author/TSP)

ED 414 149 RC 021 295

Webb, Donald F., Jr.
Living with the Earth: An Outside Interactive Acclimatizing Workshop.
PUB DATE- 97
NOTE- 9p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Art Activities; Childhood Attitudes; Discovery Learning; Elementary Education; *Environmental Education; *Experiential Learning; Learning Activities; *Outdoor Education; Student Journals; *Teacher Student Relationship
IDENTIFIERS- *Nature Study

When studying nature and its wonders, children need to be the explorers, the innovators, and the teachers. The adult assumes the role of a facilitator, an observer, and a mediator. If the adult in a given situation is simultaneously and genuinely exploring the area (not just observing children acting upon it), then a bridge may be started to the children's involvement--involvement often being contagious. This paper describes a workshop in which activities stress a wonderment and reverence for life and nature. Participants are encouraged to be keenly aware of children's interests, concerns, and development so that they can "start where the learner is" to create learning situations as rich and exciting as life itself. Using the dandelion as an example, the paper shows how to create a remarkable experience for children by making a "grand performance" out of the discussion. Detailed instructions describe how to create a "nature journal" out of chipboard, muslin and liquid starch, and then use natural inks and quills to paint pictures or record feelings and reflections in the journal throughout the year. (Author/TSP)

ED 414 150 RC 021 303

Effective Rural Schools: A Model for Rural School Improvement.
PUB DATE- 96
NOTE- 3p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Scheduling; Educational Change; *High Schools; *Integrated Curriculum; *Rural Schools; *School Restructuring; *School Schedules; Secondary School Curriculum; Small Schools; Team Teaching; Trimester System
IDENTIFIERS- *Southwest Region School District AK

An Effective Rural Schools delivery model for small rural high schools was developed by teachers, parents, community members, and principals in a southwestern Alaska district. The model aimed to replace the typical "bush" high school model with effective resource management and delivery strategies that would work in small high schools. The school year was

(7) Migration, Urbanization, and Human Settlement; (8) Population Policy and Trends; (9) Research and Evaluation; (10) Socio-economic Factors and Conditions; and (11) Women. Part 3, "Audiovisual Materials," consist of titles of various kinds of audiovisual aids (films, slides, charts, kits, videotapes, etc.) having to do with knowledge base and aspects of population education. Appendices contain a list of publishers and sources as well as indexes. Each entry or title is given a running number and bibliographical references that include either the author or corporate author, title, imprint, collation, subject key words, country key words, and classification number. A source code is also given. (PVD)

ED 414 169 SE 060 843

Echols, Jean C.; Hosoume, Kimi; Kopp, Jaine
Eggs Eggs Everywhere. Teacher's Guide. Preschool-1. LHS GEMS.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Animals; *Biological Sciences; Class Activities; Early Childhood Education; *Ecology; Habitats; Hands on Science; *Interdisciplinary Approach; Learning Activities; Mathematics Education; Models; Role Playing; Science Education; Teaching Guides; Thinking Skills
IDENTIFIERS- *Eggs

This book supports the National Science Education Standards by giving children an understanding of the characteristics of organisms, outlining the life cycles of organisms, and showing how organisms relate to their environments. Interweaving life science with literature, mathematics, and physical sciences, the unit begins with children participating in "The Chicken Drama," an activity which includes role playing chicks hatching out of eggs. In Activity 2, students begin with Ruth Heller's illustrated book, "Chickens Aren't the Only Ones," for a broad picture of the many animals that hatch from eggs. Students role-play the different animals that hatch from eggs and organize and compare animals by number of legs. As students sort, classify, and graph, they use logical thinking skills to organize data, use numbers in context, and make comparisons. Children also investigate animals that lay their eggs on land and in water. In Activity 3, students get acquainted with a live box turtle by observing, touching, and feeding it. They learn how turtles, fish, and snakes lay eggs, how the eggs hatch, and how the animals live in their environments. Activity 4 has children exploring the movement of plastic eggs and other objects on flat and inclined surfaces. (PVD)

ED 414 170 SE 060 860

Miller-Whitehead, Marie
A Longitudinal Analysis of Science Scale Scores Grades 2-8 in Tennessee for 1992-1996.
PUB DATE- 97
NOTE- 25p.; For a related study, see SE 060 722.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Analysis of Variance; *Educational Assessment; Elementary Education;

Integrated Activities; Learning Activities; *Mathematics Education; *Science Education

Reading is one of the disciplines that can be meaningful in integrating mathematics and science. One way to consider the connection between children's literature and mathematics is to consider how fictional literature might influence a child's thinking about the issues that are involved in the scientific enterprises. This document presents resources related to that issue in three sections. The first section answers the question of how to find information on children's literature and lists some resources. The second section presents and explains teacher resource materials for using children's literature in mathematics and science separately. Finally, the third section lists and summarizes children's literature books for mathematics and science. (ASK)

ED 414 189 SE 060 948

Thorson, Annette, Ed.
The Guidebook of Federal Resources for K-12 Mathematics and Science, 1997-98.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.
PUB DATE- 97
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Resources; *Elementary Secondary Education; *Federal Programs; *Mathematics Education; National Programs; Regional Programs; *Resource Materials; *Science Education
IDENTIFIERS- *Federal Agencies

This guidebook is a comprehensive national directory of federal offices, programs, and facilities supporting K-12 education in the subject areas of mathematics and science. It is intended to inform educators and the public about federally supported resources and to increase access to them. This publication contains information on federal offices and programs at the national and regional levels and also lists state-by-state contacts for many of these resources in regions. Section 1 of this publication identifies contacts for national programs administered by each federal agency or department, while section 2 lists state highlights by region, and alphabetically by state or territory. (ASK)

ED 414 190 SE 060 949

Nous, Albert P.
Imaging and Visualization in Science Education.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Regional Conference of the National Science Teachers Association (Pittsburgh, PA, October 31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Educational Change; Educational Technology; Elementary Secondary Education; Science Curriculum; *Science Education; *Visualization
IDENTIFIERS- *Imaging

of an empirical investigation of students' conceptions of figurative language are described following an analysis of the nature of metaphors, analogies, and models. Contains 55 references. (Author/NB)

ED 414 207   SE 061 227

Mullis, Ina V. S.; Martin, Michael O.; Beaton, Albert E.; Gonzalez, Eugenio J.; Kelly, Dana L.; Smith, Teresa A.
Mathematics and Science Achievement in the Final Year of Secondary School: IEA's Third International Mathematics and Science Study (TIMSS).
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 356p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Educational Change; Foreign Countries; Hands on Science; High Schools; *Mathematics Achievement; Mathematics Education; *Numeracy; Problem Solving; Science Education; Science Process Skills; *Scientific Literacy; Sex Differences; *Standardized Tests; *Student Evaluation; Tables (Data)
IDENTIFIERS- *Science Achievement; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) covered five different grade levels, with more than 40 countries collecting data in more than 30 different languages. More than a million students were tested. The present report contains the TIMSS results for students in the final year of secondary school. Mathematics and science literacy achievement results are reported for 21 countries; advanced mathematics results and physics results, respectively, are reported for 16 countries. These results complete the first round of descriptive reports from the TIMSS study. Together with the results for primary school students (third and fourth grade in most countries) and middle school students (seventh and eighth grades in most countries), the results contained in this report provide valuable information about the relative effectiveness of a country's education system as students progress through school. A ten-page Executive Summary details the extensive conclusions to be drawn from the study. Dozens of tables and figures provide detailed statistics for all participating countries. The Netherlands and Sweden were the top performing countries in mathematics; France was the top performer in advanced mathematics; Norway and Sweden had physics achievement levels significantly higher than other participating countries. The appendixes contain extensive information pertaining to the development of the TIMSS tests, sample sizes and participation rates, compliance with sampling guidelines, and the test-curriculum matching analysis. (DDR)

ED 414 208   SO 023 633

Australian Council for Educational Research 62nd Annual Report, 1991-92.
PUB DATE- 92
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Life" includes handicrafts; and (9) "A House is a Home" suggests model-making activities. A bibliography suggests further reading. (MM)

ED 414 231 SO 028 154

Sonnenschein, David
The Anatomy of Music.
PUB DATE- 95
NOTE- 43p.; Software (Macintosh diskette and CD-Rom discs) not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; Independent Study; Instructional Materials; Music Appreciation; *Music Education; *Music Theory; *Musical Composition; Teaching Guides
IDENTIFIERS- *Classical Music; Music History; Musical Analysis

This manual was designed to accompany a computer software resource (Macintosh diskette and three CD-Rom discs) aimed at helping students with no previous musical knowledge, develop specific comprehension skills in classical music. The materials are based on the premise that conventional musical forms are abstract prototypes of whole classes of compositions, the prototypes are broken down into manageable portions which are used as a mental scaffolding for students to use in building understanding and appreciation of classical forms. The guide delineates the objectives of the overall program, provides an overview, and gives instructions, listening exercises, self-test,and historical information for each of the six program areas, which include: Minuet; Rondo; Theme and Variations; Sonata Form; Concerto; and Beethoven's Eroica Symphony. The guide concludes with suggestions for using this resource with groups. (MM)

ED 414 232 SO 028 158

Walkup, Nancy; Warwick, Sharon
Milagros: Symbols of Hope=Milagros: Simbolos de Esperanza. Teacher's Guide and Student Booklet.
PUB DATE- 96
NOTE- 52p.; Accompanying poster and videotape not available from EDRS.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Art; Art Activities; Art Appreciation; *Art Education; Beliefs; Elementary Education; Folk Culture; Foreign Countries; Instructional Materials; Multicultural Education; Religion; Studio Art; Teaching Guides; Units of Study; Visual Arts
IDENTIFIERS- Charms; Healing; Mexico; *Milagros; South America

A milagro is a little metal pendant that symbolizes a request, a prayer, or a wish. This "Teacher's Guide" and bilingual "Student Booklet" accompany a bilingual videotape and color wall poster in a multimedia package intended to introduce students in grades 3-8 to the folk art tradition of milagros.

L. Kain, Michael Tanner, and Peggy Raines), describes a secondary partnership program developed because NAU had exemplary innovative elementary school-based teacher preparation but very little innovative secondary preparation. The fourth paper, "Preparing Special Education Teachers for Rural Areas: The Rural Special Education Project" (Greg Prater, Susan Miller, and Sam Minner), describes a partnership on a Navajo reservation whose primary goal was to increase the number of qualified educators to teach Native American children in rural and reservation areas. (All papers contain references). (SM)

ED 414 252 SP 037 652

Berghoff, Beth
Literacy Assessment with the "Literacy Profile."
PUB DATE- 97
NOTE- 17p.; Paper presented at the Conference of the Indiana Teachers of Writing (Indianapolis, IN, September 29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; Elementary Education; Elementary School Students; Evaluation Methods; *Literacy; Oral Reading; *Reading Comprehension; Reading Interests; *Reading Skills; Standardized Tests; *Student Evaluation
IDENTIFIERS- *Authentic Assessment; *Literacy Assessment

This paper discusses the rationale for designing better literacy assessment for elementary school children. The "Literacy Profile" is a literacy assessment procedure designed to collect data about groups of elementary students and track literacy development more effectively than current standardized tests. It assumes that literacy assessment must: (1) be based on competence, (2) reflect what is known about literacy, and (3) foster new and different discussions about supporting learners by providing new ways to examine children's literate behaviors. To complete a Literacy Profile, children peruse collections of books, then select one to read (rather than reading contrived passages written for testing). Research on the Literacy Profile involved 55 elementary students and college students who were tutoring them. The college students administered the reading interview to each child. The activity provided insight into their understanding of reading. Next, the children selected books to read aloud onto audiotapes. The children also retold each story and wrote and drew about the books. The college students recorded and analyzed each reader's miscues. Miscue analysis and retelling scores were used to report the extent to which readers were effective and efficient. Results suggest the Literacy Profile is more authentic than standardized testing because children receive help selecting books that interest them (unlike in standardized testing which makes no allowances for developmental differences or personal preferences). (Contains 44 references). (SM)

ED 414 253 SP 037 654

Marso, Ronald N.; Pigge, Fred L.
A Longitudinal Study of Relationships between Candidates' Abilities, Development of Teaching Concerns, and Success in Entering Teaching.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the

ED 414 270 SP 037 674

Ahmad, Mahassen
Texas Nutrition Education and Training Program for Federal Fiscal Year 1996. Final Evaluation Report.
SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- 96
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; Elementary Secondary Education; *Food Service; Health Promotion; *Nutrition Instruction; *Outreach Programs; Program Evaluation; School Personnel; Workshops
IDENTIFIERS- *Nutrition Education and Training Program; *Texas

The Texas Nutrition Education and Training Program (NET) provides: (1) workshops to teach children about good eating habits in school and in child care facilities; (2) a circulating NET library collection; (3) instructional and promotional materials on nutrition and food service management; (4) presentations, exhibits, and publications on nutrition education, food service management, and program evaluation; and (5) coordination with related publicly supported programs. This final evaluation report includes data from 1996 evaluations and needs assessments. A study of the Guidelines for Selecting Creditable Foods and Beverages Workshop examined how much the workshop helped participating contractors and program monitors master nutrition related knowledge and how satisfied they were with the training. Evaluation of the 1996 Texas NET found that the program budget decreased slightly from 1995, despite increased numbers of children, and that NET's overall impact was positive. Needs assessment suggests that NET should direct more services to at-risk and minority children. Two appendixes include instruments used to evaluate NET program outreach and to evaluate the Guidelines for Selecting Creditable Foods and Beverages Workshop. (SM)

ED 414 271 SP 037 675

Valentin, Iram
Title IX: A Brief History. 25 Years of Title IX. WEEA Digest.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 13p.; Printed on colored paper; may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; College Students; Diversity (Student); Educational Legislation; Elementary School Students; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); *Females; Higher Education; Politics of Education; Secondary School Students; *Sex Discrimination; *Womens Education
IDENTIFIERS- *Title IX Education Amendments 1972

This brief history of Title IX points out that the role of women and girls in education and the work force began to change significantly with the passage of Title IX as part of the Education Amendments to the Civil Rights Act of 1964. Title IX ensures legal protection against discrimination for students and employees. This article discusses the origins of Title IX, describes its specific regulations, examines adjunct equal rights legislation, and highlights progress to date. It also the replicability of research results, but they should only be used when external resampling is not feasible or practical. (Contains 21 references.) (Author/SLD)

ED 414 290 TM 027 719

Thelander, Mary; Hoen, Beth
Measuring Success in Coalitions.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Conference of the Canadian Evaluation Society (May 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Communication (Thought Transfer); *Cooperation; Decision Making; Evaluation Methods; Focus Groups; Foreign Countries; *Measurement Techniques; *Participation; Program Evaluation
IDENTIFIERS- *Coalitions

This paper presents research results from evaluations of the effectiveness of coalitions, and also presents a discussion of the identified characteristics of effective coalitions, a measurement tool developed to assess coalition effectiveness, and the application of this tool. Characteristics of successful coalitions and partnerships that have been identified are: (1) positive transfer of authority; (2) open and direct communication; (3) open decision making; (4) shared influence over decision making; and (5) participant involvement. The exploration of the relationships among objectives, characteristics, long term outcomes, and indicators of success had resulted in the development of a framework for evaluation. This framework was used to construct a survey instrument that scores the presence of the identified characteristics of coalition effectiveness that is to be completed by managers of the partner agencies. Scores are used to determine the strength of the coalition at the outset of an evaluation and throughout to monitor changes. The approach has been used in three evaluations, one of which is reported as a case study of the use of the instrument. The case coalition is a partnership of four agencies: a large metropolitan hospital, a small drop-in center with a voluntary board, a public health department, and a women's health center. Focus group discussions showed why the changes documented by the survey instrument occurred. Other factors related to the success of a coalition may be incorporated into the instrument. These include a common philosophical base, the role and accountability of the coordinator, an understanding of differences in partner contributions, control of project structure, and control of project space. (SLD)

ED 414 291 TM 027 720

Sireci, Stephen G.; Foster, David F.; Robin, Frederic; Olsen, James
Comparing Dual-Language Versions of an International Computerized-Adaptive Certification Exam.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 24-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 414 308 TM 027 775

Hill, Richard
States Set Common Standards, IF...
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Assessment Conference of the Council of Chief State School Officers (Colorado Springs, CO, June 1997). Printed on yellow paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Elementary Secondary Education; Geographic Regions; National Surveys; *Regional Characteristics; *Standards; *State Programs; Testing
IDENTIFIERS- *National Assessment of Educational Progress; Standard Setting; *Trial State Assessment (NAEP)

Whether differences in the standards states have set can be explained by something other than regional differences is explored. In addition, a way in which standards can be compared is defined, and the standard of proficiency that seems to be widely shared across the country is illustrated. The Trial State Assessment (TSA) data from the National Assessment of Educational Progress (NAEP) are an excellent tool for answering the question of differences in standards. In looking at the TSA data, it is necessary to consider the following aspects of testing: (1) testing equivalent populations; (2) testing under equivalent conditions; (3) the year of the testing program; (4) having similar frameworks and the opportunity to learn; (5) testing at different grade levels; (6) testing in different content areas; and (7) using different years of NAEP data. A look at all these factors makes comparisons complicated, yet some clear and strong patterns emerge. The states tend to cluster in three groups. The first, with standards generally far below those of the NAEP, tend to be in the South. The second, with standards near, but still below the NAEP, is mostly made up of Northeast and North Central states, while the third, with standards somewhat above the NAEP, are states for which Advanced Systems in Measurement and Evaluation, Inc. is the standard-setting contractor. Clear regional differences in standards are noted. (SLD)

ED 414 309 TM 027 778

Musick, Mark
Setting Education Standards High Enough.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Assessment Conference of the Council of Chief State School Officers (Colorado Springs, CO, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cooperation; *Elementary Secondary Education; Expectation; *Standards; *State Programs
IDENTIFIERS- High Stakes Tests; *National Assessment of Educational Progress; Standard Setting; Third International Mathematics and Science Study

Each state is going to set its own education standards, but unless state leaders talk to each other, there are going to be huge unexplained differences in state performance standards for student achievement. What states say they want their students

Foote, Chandra J.
Item-Specific Gender Differences in Confidence.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Graduate Students; Higher Education; Problem Solving; *Sex Differences; *Student Attitudes; *Test Items; *Undergraduate Students
IDENTIFIERS- Accuracy; Calibration; *Confidence

Very little research has been performed which examines gender differences in confidence in highly specified situations. More generalized studies consistently suggest that women are less confident than men (i.e. Sadker and Sadker, 1994). The few studies of gender differences in item-specific conditions indicate that men tend to be more confident in their responses to more ambiguous, problem-solving questions than women, and women are at least as confident in answering less ambiguous, factual-level questions (i.e. Lundeberg et al, 1994). This research also indicates that undergraduate men are not as well-calibrated to assess accuracy as women and more experienced men. The present study examines item-specific confidence using students enrolled in two sections of an educational psychology course. Twenty-six students in the in-service section have their bachelors degree in education and are returning for their masters degree for permanent certification. Thirty-three students in the pre-service section have their bachelors degree in another field and are returning for their masters degree in education. The results reveal no significant gender or experience level differences in accuracy, confidence, or calibrations. Implications and future avenues of research are discussed. (Contains 4 tables and 14 references.) (Author/SLD)

ED 414 328 TM 027 854

Estabrooke, Marianna
Locally Constructed Teacher Evaluation Policy: A Model for Policy Development.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Community Involvement; Competence; *Educational Policy; Elementary Secondary Education; Experience; Feedback; Models; *Participative Decision Making; *Policy Formation; Public Opinion; School Districts; Scoring; Standards; *Teacher Evaluation
IDENTIFIERS- *Scoring Rubrics; *Stakeholders

A model of educational policy development is reported that is democratic without being egalitarian. It provides a process for gathering information from all interested groups in a school district to construct a policy that is uniquely suited to that district. It was designed to help a small committee construct a teacher evaluation policy for a school district with 2,800 students. The steps of the model incorporate the beliefs of every sector of the school community without ignoring the experience and beliefs of others. The development process began with a committee of teachers and administrators who made plans for a committee of stakeholders that would include teachers, access itself are culturally and linguistically accessible. To provide access for everyone, technologic access must be brought to the community. Suggestions for providing equitable access include: understanding and celebrating individuals' differences and creating a sense of community; designing interfaces that are easily understandable and accessible by those who may not have the skill-mastery level or linguistic understanding that is assumed appropriate for technology; building trust in technology by building trust in society; designing facilities that utilize the best technology in environments where people can sit, be comfortable, and realize their own potentials; and by designing technology in such a way that it begs to be used rather than begs to be ignored. (Contains 23 references.) (SWC)

ED 413 892 IR 056 706

English, Joel A.
Actualizing the Environment: A Study of First-Year Composition Student MOO Activity.
PUB DATE- 97
NOTE- 22p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Trends and Issues in Online Instruction" (2nd, Kapiolani Community College, April 1-3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Computer Mediated Communication; *Computer Uses in Education; *Discussion (Teaching Technique); Higher Education; *Instructional Innovation; Internet; *Online Systems; Student Attitudes; *Writing Instruction
IDENTIFIERS- *MOOs

This paper describes the use of technology in a first year college writing class. The class utilizes a multi-user object-oriented domain (MOO) which allows participants to talk, perform actions, thoughts, and emotions, manipulate objects and furniture, and altogether control the online environment. The class holds discussions on the computer in addition to in class, conducts online peer tutoring sessions, holds one-on-one online conferences with writing tutors, and for each online meeting, logs the online conversations and uses the resulting transcripts in further writing and learning activities. A review of class activity logs was conducted to find the extent to which students interact with the MOO environment, by how much they emoted and engaged with objects along with their speaking during each of the online activities. Most students did not freely engage in emoting or object-manipulation. It is important for instructors to show students what the MOO environment can do, both positively and negatively, within the online activity. When the writers actualize the environment, using objects and emoting to become confident and capable online yet focusing primarily on the writing work to be done, the MOO can become one of the most productive spaces for learning that writing instruction has found. (SWC)

ED 413 893 IR 056 712

Sawyer, Jan-Michelle
Interweaving Face-to-Face Student Contact with an Online Class Presentation Format.
PUB DATE- 97
NOTE- 9p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Trends and Issues in Online

Programs, Problems and Policies: A Study of Latchkey Children in Ohio Public Libraries.
PUB DATE- 97
NOTE- 43p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- After School Programs; Childhood Needs; *Childrens Libraries; Community Involvement; *Latchkey Children; Library Policy; Library Services; *Library Surveys; Problems; *Public Libraries; Questionnaires
IDENTIFIERS- *Ohio

Over the past two decades, an increasing number of American children are left in self-care after school each day. Parents of these latchkey children often turn to the library as a safe place for their children to go. The purpose of this study was to determine whether public libraries have responded since 1990 to the call put forward by concerned researchers and the American Library Association for written latchkey policies, after-school programming and cooperative efforts with the community agencies to implement solutions to the problems of latchkey youth. Additionally, the type and extent of problems experienced by children's librarians with respect to latchkey/unattended children were examined. The study used survey methodology with a random sample of 118 public libraries in Ohio; 52 libraries returned the questionnaires for a response rate of 44.1%. The data were analyzed for frequencies and percentages. Results of the study show that while a majority of libraries have latchkey/unattended children present in the library, less than one-half have written policies; only limited training is provided to staff; and few programs are offered during after-school hours. Ohio libraries report having approximately the same number of latchkey children and the same number of after-school programs today as they had in 1990. Very few programs are co-sponsored by agencies outside the library. Disruptive behavior was the only problem identified as occurring frequently by a majority of responses. The cover letter and questionnaire are appended. (Contains 32 references.) (Author)

ED 413 913 IR 056 743

Oravec, Kristen D.
Students in the School Library: A Usage Study of Woodridge Middle School Library.
PUB DATE- 97
NOTE- 53p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Assignments; Computer Uses in Education; Intermediate Grades; Junior High Schools; Middle Schools; Questionnaires; Reference Materials; *School Libraries; Student Interests; Student Needs; *Student Surveys; Use Studies; Users (Information)
IDENTIFIERS- Electronic Resources; Middle School Students; *Ohio

Students at Woodridge Middle School in Peninsula, Ohio, have access to a brand new library which houses more than 10,000 items. This study examined whether students take advantage of the school library and its resources when completing school assignments. A random sample of students in grades six through

Scholarly Journals; Sex Differences
IDENTIFIERS- Canada; United States

Treatment characteristics and methods were analyzed for 103 empirical studies of reading therapy, or bibliotherapy, from the United States and Canada conducted over the past two decades and retrieved from the PsychInfo database. A content analysis was performed on each study, and quantified data was reported and compared within and between two time groups, 1970-1983 and 1984-1996. Data for journal title, author gender and occupational field, treatment area, focus age group, literary genre, treatment method, and outcome measure were gathered for each study. Frequencies and percentages calculated and tabulated for each analyzed category revealed strong similarities across time groups for a number of like categories. It was found that individual factors of high frequency and percentage from categories in the first time group most often had high frequencies and percentages in comparable categories of the second time group. A few major differences were noted, though mostly for factors of low percentage within a given category. Across both groups, the number of male authors (researchers) exceeded females, and the highest percentage of authors worked in the field of psychology. Most research was conducted on adult subjects, and self-help literature was the most prescribed genre for all the studies analyzed. Treatment methods were found to be categorizable by the level of therapist/researcher involvement with subjects. These categories were the same across groups. Methods were statistically compared by their outcome measures. Chi square analysis revealed no greater chance of any one treatment method producing more significant outcomes than any other treatment method, for both time groups. The coding sheet is appended. Information is presented in nine tables.(Contains 25 references.) (Author/AEF)

ED 413 931 IR 056 763

Okey, Robert M.
The Lockheed Martin Network: An Intranet Analysis.
PUB DATE- 97
NOTE- 61p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Computer Networks; *Corporations; *Information Dissemination; *Information Networks; Information Technology; Organizational Effectiveness; Organizational Objectives; Organizations (Groups); Policy; World Wide Web
IDENTIFIERS- *Intranets; *Lockheed; Web Pages

Lockheed Martin Corporation, which is comprised of approximately 72 operating units (some 200,000 employees) worldwide, has set up an intranet called the Lockheed Martin Network. On the network, the corporation released a set of corporate policies via web pages which must be implemented by each of its companies. Because each company varied on what policies they required, individual companies produced their own web pages of policies, which has lead to a problem of deciding which corporate policies need to be implemented in a company policy and which can be adopted as-is without being re-written. This paper first compared 110 corporate policies to company level policies to determine if there was any duplication of effort. In addition, other types of information being published on company web pages were examined, including organizational charts, newsletters, user-manuals, and directories. Forty of the 110 corporate policies were recommended to be used by the

Clagett, Craig A.
Workforce Skills Needed by Today's Employers. Market Analysis MA98-5.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; Communication Skills; Community Colleges; Curriculum Design; Curriculum Evaluation; Education Work Relationship; Educational Needs; *Employer Attitudes; *Employment Potential; Employment Qualifications; Interpersonal Competence; *Job Skills; *Needs Assessment; *Personnel Needs; Skill Development; Skilled Workers; Surveys; Two Year Colleges

In an effort to reevaluate employment preparation in community college curricula, a review of recent research was conducted to identify the most valued skills in today's workforce. Among the abilities desired by today's employers are: (1) knowing how to learn; (2) competence in reading, writing, and computation; (3) effective listening and oral communication skills; (4) adaptability through creative thinking and problem solving; (5) personal management with strong self esteem and initiative; (6) interpersonal skills; and (7) leadership effectiveness. This comprehensive skill set, once required only of managers but now applying to all levels of employment, appeared in several employer surveys, with an additional emphasis on communication and computer/technical skills. (YKH)

ED 413 950 JC 980 002

Carpenter, Kenneth A.
Working Papers for Scholarly Comics: The College Instructor's Visual Communications Advisor.
PUB DATE- 97
NOTE- 35p.; Paper presented at Housatonic Community-Technical College (November 11, 1997, Bridgeport, CT).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Comics (Publications); Community Colleges; *Computer Graphics; Cultural Images; Graphic Arts; Humor; *Instructional Materials; Stereotypes; Teaching Guides; Teaching Methods; Technical Institutes; Two Year Colleges; *Visual Aids; Visual Learning

A guide for college instructors and part of an in-progress book, this document illustrates the effectiveness of humor and graphic art in enhancing presentations and promoting learning. Graphic aids and the combination of verbal and visual materials provide excellent supplements to college lectures and discussions, and help communicate concepts by appealing to more than one sense and learning style. The author encourages positive images of people from various races, abilities, body types and genders, and includes character design templates and storyboard examples to guide the artistically limited. Humor, which can function as a unifying element throughout a presentation, promotes enjoyment, mental alertness, and understanding among learners. (YKH)

ED 413 951 JC 980 003

Oakton Community College Annual Report to the Community, Fiscal Year 1997.

on their educational plan, 29.7% by reviewing a course catalog, 21.5% based on personal interest, and 4.4% based on the requirements of the four-year university that they attended; (3) among respondents who did not have an educational plan, 36.2% felt that they did not need one, either because the catalog provided the information that they needed or because they were not pursuing a degree, and 21.9% were unaware of educational plans; and (4) 59.4% of the respondents did not attend an orientation session because they were not aware of them (39.6%), were already familiar with the college (29.5%), or didn't see value in attending (16.1%). Data tables are appended. Most of the report consists of the student survey with responses. (BCY)

ED 413 969 JC 980 025

Armstrong, William B.; Lewis, Mary; Neult, Lynn C.
Americans with Disabilities Act: Miramar College Self-evaluation Study.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (For Disabled); Administrator Attitudes; Assistive Devices (For Disabled); Community Colleges; Compliance (Legal); *Disabilities; Employee Attitudes; *Focus Groups; Program Effectiveness; School Surveys; Student Attitudes; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Americans with Disabilities Act 1990; *Miramar College CA

In compliance with the 1990 Americans with Disabilities Act (ADA) and as part of an effort to evaluate staff development and disability education efforts, the colleges in California's San Diego Community College District undertook focus group evaluations of key campus constituents in fall 1996. At the district's Miramar College, focus groups were held with students, disabled and not, administrators, general staff, student services and Disabled Services Program and Services staff, faculty, business office employees, special admissions programs staff, and district site compliance officers. Surveys were sent to potential participants prior to focus group dates to help stimulate discussion, which centered on participant perception of program access, program eligibility, classroom practices and curricula, access to computers and information technology, and employment accommodations, where appropriate. Results from the groups suggested that awareness varied tremendously among college personnel. As expected, those working directly with disabled individuals were more likely to know of available services, accommodations, and barriers than other staff. Participants with little knowledge of ADA tended to focus on concrete issues, such as ramps and interpreters, while those more familiar with the legislation also talked about abstract elements of access. There was general consensus that the college had taken steps to ensure architectural and academic access to programs and services. (BCY)

ED 413 970 JC 980 026

Armstrong, William B.
Preparing for the 21st Century, Conference Summary (San Diego, CA, August 18, 1995).
PUB DATE- 95
NOTE- 83p.

Proceedings (021)
DESCRIPTORS- Abstracts; Beginning Teachers; Childhood Attitudes; Chinese; *Early Childhood Education; Early Intervention; Emergent Literacy; Foreign Countries; Gifted; Homework; Kindergarten; *Language Acquisition; Parent Teacher Cooperation; Parents as Teachers; Play; Preschool Children; Preschool Curriculum; Program Evaluation; Stress Management; Teacher Attitudes; Teaching Methods
IDENTIFIERS- China; Hong Kong; Macao; World Organization for Early Childhood Education

This document contains the proceedings of a conference on early childhood education. Included are a list of the members of the executive committee of the OMEP and of the conference organizing committee, the program, the keynote addresses, abstracts, and an index of presenters. The keynote addresses were: (1) "Achieving Quality Early Care and Education Internationally: Trends and Recommendations" (Sharon L. Kagan); (2) "Quality Assurance in China's Early Childhood Education" (Chan Guo Mei); and (3) "Yin-Yang as a Sensitive Way of Evaluating Early Childhood Education" (Nadine McCrea). Topics covered in the individual papers presented at various sessions and symposia included: (1) quality in early childhood education; (2) early childhood literacy and Chinese character education; (3) social competence; (4) parents reading to children; (5) stress management for teachers; (6) children's understanding of Cantonese; (7) early intervention services; (8) a motor performance test for Hong Kong kindergarten children; (9) Chinese concepts of giftedness; (10) how beginning teachers and social workers use professional knowledge; (11) Macau's teacher education; (12) children's perceptions of themselves as learners; (13) homework in kindergarten; (14) teaching and learning strategies; (15) language instruction; (16) children's understanding of size concepts; (17) emotional education; (18) moral judgment; (19) teacher-child ratio in Macau preschools; (20) English language education; (21) visual problems in preschoolers; (22) ph/sical education; (23) socialization through games; (24) kindergarten teachers' work attitudes; (25) parent teacher cooperation; enhancing storytelling through music; (26) using play to integrate children with disabilities; (27) parent meetings; (28) math activities; (29) meeting individual needs; (30) shared reading and language experiences; (31) hospital play; (32) outdoor sports areas; and (33) comparisons of teaching methods. Individual papers contain references. (KB)

ED 413 988 PS 025 550

Mitchell, Anne; Stoney, Louise; Dichter, Harriet
Financing Child Care in the United States: An Illustrative Catalog of Current Strategies.
PUB DATE- 97
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Grants; Children; *Day Care; *Day Care Centers; Early Childhood Education; Employer Supported Day Care; Federal Aid; *Financial Support; Grants; Income; *Private Financial Support; Program Descriptions; Public Policy; *Public Support; Tax Allocation; Tax Credits; Tax Deductions
IDENTIFIERS- *Child Care Costs

This catalog provides information on innovative financing strategies, primarily state and community strategies, being

NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Early Childhood Education; *Family Literacy; Family Programs; *Personal Narratives; Poverty; Unemployment
IDENTIFIERS- Family Support; National Center for Family Literacy; Program Characteristics

In America today, a tension exists between the continuing needs of an increasingly diverse population and the constantly dwindling resources available to serve them. This booklet looks at one type of program that provides an answer to the problem of addressing complicated human needs in a cost-effective way: family literacy. Through the stories of families whose lives were once limited by poverty, low skills, and unemployment, this booklet shares individual journeys to success. Each unique family path begins at a common crossroad--participation in a family literacy program. The programs featured are part of a national network supported by the National Center for Family Literacy (NCFL). The programs have in common four essential elements: (1) adult literacy, basic skills, and life skills instruction; (2) early childhood education; (3) parent education and support group; and (4) regular opportunities for parent and child interaction. Two-page stories are given for 13 families participating in various family literacy programs throughout the United States. Contains a list of contacts for programs described in the stories. (EV)

ED 414 006 PS 025 808

Templeton, Rosalyn Anstine
From Apathy to Caring: A Changing School, an Educational Criticism.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Environment; Educational Improvement; Elementary School Students; Elementary School Teachers; Instructional Leadership; Parent School Relationship; Parent Teacher Cooperation; Participative Decision Making; Primary Education; *Principals; School Supervision; *Staff Role; Teacher Administrator Relationship

This paper describes a qualitative study at an at-risk primary school after a year of implementing educational changes. The paper opens with a detailed diary of the author's first morning observing the principal in action at the school. The analysis of data and field notes centers on the strengths of the principal's leadership, and the themes in the educational environment he has implemented. Three themes of the school's change are discussed: the principal's caring style of leadership, the empowerment offered by the principal to students, faculty and staff, parents and the community, and the problem solving approach adopted by the school. The article then discusses how the principal created an environment of caring, empowering and conciliation for each element of the school population--students, parents, and staff. The implications of these changes for restructuring the framework of the traditional school system are considered. (Contains 20 references.) (JPB)

Techniques" and "Frequently Used First Aid Measures"--and a safety section, divided into "Guide to Safety and Prevention" and "Guide to Food Safety." (EV)

ED 414 025 PS 025 980

Special Early Childhood Report, 1997.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Early Childhood Education; *Early Experience; Early Intervention; *Educational Improvement; *Educational Objectives; Educational Policy; Family Role; Learning Readiness; Parent Role; Parent School Relationship; Parents as Teachers; Social Indicators; State Programs; State Standards; Well Being
IDENTIFIERS- *National Education Goals 1990

This report focuses on the first goal of the National Education Goals--that all children will arrive at school ready to learn. The report presents data indicating the status of young children at the start of the three year "I Am Your Child" campaign, and the progress of the nation and states toward meeting the health, family, and preschool objectives associated with Goal One. These data are supplemented with new information about children from birth to age 2. Part 1 of the report discusses the policy context of Goal One, and the need for immediate action in ensuring the welfare of young children. Part 2 of the report presents data related to 10 social indicators: (1) prenatal care; (2) birthweight; (3) children's health index; (4) immunizations; (5) family-child reading; (6) other family-child language and literacy activities; (7) support for families of preschoolers; (8) preschool participation; (9) quality of preschool centers; and (10) the quality of home-based preschool settings. (JPB)

ED 414 026 PS 025 987

One World Poster Study Guide.
PUB DATE- 97
NOTE- 14p.; Color posters not included with ERIC copy of study guide.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Instructional Materials; Justice; *Multicultural Education; Peace; *Racial Relations; Study Guides; Values Education
IDENTIFIERS- Antibias Practices; *Posters; *Tolerance

This study guide for elementary and secondary level teachers is intended to be used with the One World Poster Series kit. In addition to the study guide, the kit includes eight full-color posters appropriate for hanging in a school or classroom, each poster featuring a work of art and corresponding text, quotation or poem relating to themes of world peace, tolerance, and community. The study guide contains discussion questions and student activities for the elementary and secondary level that can be used with any of the posters. Further, each poster is shown in reduced format; along with elementary and secondary

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Demography; Economic Factors; Educational Attainment; Employment; Family Characteristics; Family Structure; *Fathers; *One Parent Family; Socioeconomic Background; Socioeconomic Status; Spouses; Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; Earned Income Tax Credit; Food Stamp Program; Medicaid

This conference presentation explores current patterns of public transfer receipt (such as earned income tax credit, public health insurance coverage, food stamps, and public assistance) among single-father families and provides an update on existing census-based research on characteristics of single-father families. Data were obtained from the March Current Population Surveys (CPS) for selected years from 1983 through 1995. Demographic characteristics, socioeconomic characteristics, and public transfer receipts were compared for three types of fathers: (1) married fathers; (2) single fathers living with a partner; and (3) single fathers living without a partner. Findings indicated that the number of single-father families increased substantially between 1984 and 1994, and by 1995, accounted for 5.9 percent of all fathers living with their own children. "Cohabiting" fathers were considerably younger than married or "non-cohabiting" single fathers. Single fathers were more likely to be black, had less education and significantly lower incomes than married fathers. Only six percent of non-cohabiting single fathers received child support payments. Rates of health insurance coverage for single fathers was substantially lower than that experienced by single-mother families. Single fathers were less likely to work full time than married fathers. Single-father families depended much more than married-father families on public transfers. Fathers' income increased in the late 1980s and decreased in the 1990s. The rates of receipt for most forms of public transfers declined or stayed constant between 1984 and 1989 and increased between 1989 and 1994. (KB)

ED 414 046   PS 026 022

Greene, Angela Dungee; Moore, Kristin Anderson
Nonresident Father Involvement and Child Outcomes among Young Children in Families on Welfare.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD. Early Child Care Network.
PUB DATE- 96
NOTE- 36p.; A preliminary version of this paper was presented at the Conference on Father Involvement (Bethesda, MD, October 10-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Behavior; *Child Support; Emotional Adjustment; Family Environment; *Fathers; *Parent Child Relationship; Predictor Variables; Social Adjustment; Welfare Recipients; *Young Children
IDENTIFIERS- Child Support Enforcement Program; Job Opportunities and Basic Skills Program; *Noncustodial Parents

This study used descriptive data from the Job Opportunities and Basic Skills (JOBS) Child Outcome Study to identify predictors of involvement among nonresident fathers of young children who receive welfare, and the relationship of father involvement to child outcomes. Participating were 693 mothers and children ages 3 to 5 in Fulton County, Georgia whose fathers lived elsewhere. The measures of father involvement were father-child

ED 414 063 PS 026 059

Moore, Kristin A.
Family Strengths and Youth Behavior Problems: Analyses of Three National Survey Data Bases. Summary.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 93
NOTE- 29p.; Paper provides a summary of papers written by Brett Brown, Dana Glei, Donna Ruane Morrison, and Barbara Sugland.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Behavior Problems; Family Characteristics; Family (Sociological Unit); Interviews; Longitudinal Studies; National Surveys; *Parent Child Relationship; Predictor Variables; Youth Problems
IDENTIFIERS- *Family Strengths; National Longitudinal Survey of Youth; National Survey of Children; National Survey of Families and Households

This document summarizes research on the utility of family strength constructs to predict adolescent behavior problems. Three national survey and interview databases were analyzed for this study, the National Longitudinal Study of Youth-Child Supplement (NLSY-CS), the National Survey of Children (NSC), and the National Survey of Families and Households (NSFH). Measures were developed to tap family strengths constructs, including communication, appreciation, religiosity, time together, clarity of roles, commitment to family, and social connectedness. Findings indicated that family strengths were common among all families, regardless of family structure or race. Modest correlations were found between different family strength construct measures. Measures of harsh or strong punishment, marital conflict, and parent-child conflict predicted later behavior problems, with one exception. In the NSFH analyses, socializing with neighbors and friends had a small, positive association with the frequency of adolescent behavior problems. Controlling for socioeconomic variables tended to diminish but not erase the effects of family process variables on behavior problems. In the NSC, parent-child communication predicted all youth outcomes. In the NLSY-CS, family strength measures had little effect on child outcomes once variables such as income, family structure, race, and parent education were controlled. In the disadvantaged sample of the NLSY-CS, family strength measures did not consistently predict children's behavior and self-perceptions. In the NSFH, the most important family strength variable were parent-child time together, parental commitment to the family, and parental encouragement of child's independence. Results suggest that including measure of family processes, such as family strengths constructs, in large-scale national surveys is promising. (Contains 15 references.) (KB)

ED 414 064 PS 026 062

Bryant-Williams, Wynona; Fannin, Ronald
Middle-Class African-American Perceptions regarding Their Strengths.
PUB DATE- 96
NOTE- 9p.; Paper presented at the Annual Conference of the National Council on Family Relations (58th, Kansas City, MO, November 7-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This report is designed to help child care administrators use research to guide the development of comprehensive state systems for child care. The report begins with guidelines for establishing and maintaining child care research projects. The remainder of the report is comprised of five sections addressing key research questions: (1) projecting the cost of child care; (2) parental payments and demand for child care; (3) supply of child care; (4) child care quality; and (5) child care as an investment. Each section contains examples of existing research, a discussion of how the research can be applied, and suggestions for additional research. Two appendices include an executive summary developed by the Oregon Childhood Care and Education Data Project for data for community planning and information on making sliding fee scales work for families. Contains 47 references. (KB)

ED 414 081 PS 026 091

Douglas, Dorothy, Ed.
Alaska's Children, 1996.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Budgeting; Child Advocacy; Childhood Needs; Community Services; Day Care; Early Childhood Education; Educational Innovation; Family Needs; Family School Relationship; Mental Health Programs; Parent Participation; Partnerships In Education; Preschool Children; Preschool Education; *Public Policy; School Community Relationship; State Government; State Programs; *Well Being; *Young Children
IDENTIFIERS- Alaska; Alaska Childrens Trust; Community Based Programming; *Project Head Start

These quarterly reports for 1996 of the Alaska Department of Community and Regional Affairs provides information on the activities of the Alaska Head Start State Collaboration Project and other Head Start activities, as well as legal and policy changes affecting the education of young children in Alaska. The spring 1996 issue includes articles on family/school/community partnerships, parent involvement in Head Start, the meeting of the Alaska Head Start Association, the Danforth Foundation award to develop innovative ways of improving education and the delivery of human services, and reorganization of the Alaska Children's Trust. The summer 1996 issue focuses on mental health needs of young children and families. The fall 1996 issue focuses on the state budgetary process and the 1996 fiscal year budget, and the governor's State of the Child Address. The winter 1996 issue includes articles on building communities for children and families, advocating for children, and the governor's Conference on Youth and Justice. Regular features in each issue are a calendar of events; "Children's Cabinet News," containing updates on government- and privately-funded programs; a status report providing statistical information regarding child care and other issues influencing young children; and a summary of activities of the Collaboration Project and of Head Start. (KB)

ED 414 082 PS 026 093

Klass, Carol S.
Home Visiting: Promoting Healthy Parent and Child Development.

personal hygiene, appropriate attire, and public space courtesy, as well as dating, table manners, and Internet "netiquette." Also covered is information on how to effectively deal with rude and inconsiderate people, and how to be a supportive and helpful friend during difficult times. Each of the chapters includes a quiz. The guide features sample scenarios, suggested responses, letters from actual teenagers, and the results from surveys of both teenagers and adults. Topics of pages intended for reproduction include "Fifty Commandments of Family Etiquette," "Thirty Commandments of Classroom Etiquette for Teachers" and one for students, and "Ten Commandments of Telephone Etiquette." (HTH)

ED 414 098   PS 026 488

Burke, Daniel L.
Looping: Adding Time, Strengthening Relationships. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Classroom Environment; Elementary Education; *Grouping (Instructional Purposes); *Instructional Design; Parent School Relationship; Shyness; Student Attitudes; Summer Programs; Teacher Attitudes; *Teacher Student Relationship; Teaching Methods; Teaching Models
IDENTIFIERS- ERIC Digests; *Looping (Teachers)

"Looping" is an essentially simple concept: a teacher moves with his or her students to the next grade level, rather than sending them to another teacher at the end of the school year. This Digest explores the practitioners' perspectives on looping, the experience of European school systems, and research on looping. Practitioners report positive effects on both student academic achievement and parental involvement as a result of looping. Others cite time saved in skills assessment, the additional month of learning at the beginning of year two, deeper relationships developed with both students and parents, and the particular benefits afforded shy students as beneficial aspects. A looping classroom with an effective summer component also offers benefits similar to those of year-round schools with respect to momentum and continuity of instruction. Italian preschools, considered by some the best in the world, use a model of three-year assignments of students to teachers. Some German schools use multi-year teacher-student groupings for as long as 6 years, and credit the extended relationship time with assisting students in making the necessary brain connections learning requires. Research studies have found that students in multi-year programs exhibited higher reading and mathematics achievement scores on standardized tests than did students in the traditional grade organization. Teachers have also reported that teaching the same students for 3 years allowed them to use more positive approaches to classroom management. Another study found that students in an extended relationship school were less likely to report disliking school or to find it "boring." Additionally, these students outperformed their counterparts in the traditional school on basic skills tests. The only potential disadvantage of looping regularly mentioned is an inappropriate match, or personality conflict, between teacher program, laboratory program); (2) special health concerns and initiatives (AIDS, maternal and child health, otitis media, nursing, aging, health care database management system, physician services); (3) IHS career opportunities and training programs (IHS manpower program, advanced professional and specialty training, Commissioned Officer Student Training and Extern Program); and (4) paraprofessional training (community health aide training, mental health worker training, nutrition and dietetics training, optometric assistant training, dental assistant training). The 12 Area Offices of the IHS health care delivery system are also described. Includes photographs and a national map of IHS health facilities. (TSP)

ED 414 115 RC 021 235

Crone-Koshel, Linda; Margolin, Arnie
Voices of Experience: Educators Speak Out for Change.
SPONS. AGENCY- Claude Worthington Benedum Foundation, Pittsburgh, PA.
PUB DATE- 97
NOTE- 79p.; Education Alliance was formerly the West Virginia Education Fund.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Change Strategies; Educational Change; *Educational Needs; Elementary Secondary Education; Financial Support; Personnel Management; Questionnaires; State Surveys; Tables (Data); *Teacher Attitudes; Teacher Evaluation
IDENTIFIERS- *Reform Strategies; *West Virginia

A state survey examined the opinions of West Virginia educators about the educational system and needs for educational reform. Surveys were sent to 182 recognized educators (those receiving awards in the past 10 years), all 55 superintendents, and a random sample of 1,000 teachers and 41 principals. A total of 384 surveys were returned. Followup interviews were conducted with 60 subjects on the most salient issues emerging from survey results: funding, personnel evaluation, and personnel selection. The survey covered 12 educational areas: staff development, curriculum and graduation requirements, financial management, governance, school consolidation, computers, inclusion, teacher incentives, personnel evaluation, personnel assignments and mentoring, funding, and student transportation. For each area, cumulative responses for superintendents, principals, and teachers are presented, as well as top recommendations for change and representative comments. Areas receiving the most favorable responses were staff development, curriculum and graduation requirements, and financial management. The least favorable responses were found for evaluation, personnel assignment, and funding. In some areas, teacher and administrator attitudes differed. Overall, the top priorities for educational reform were in the areas of teacher quality, as it is influenced by hiring, placement, evaluation, and dismissal procedures, and funding, particularly with regard to the teacher-pupil ratio. A glossary and data tables are included. Appendices include the survey questionnaire, interview protocol, and tables of response frequencies and percentages. (SV)

ED 414 116 RC 021 236

commonly associated with experiential and adventure education. These areas include communication, listening, teamwork, and problem-solving skills. Recognizing the applicability of experiential education to reinforce such skills, a pilot program was undertaken using the campus ropes course. Since college represents an ideal rite of passage for many students, it seemed appropriate to borrow from Joseph Campbell's monomyth, a hero's journey. The program guides students through the ropes course along the steps described in Campbell's "Hero with a Thousand Faces." Myths are an effective means of facilitating educational experiences because they are remembered easily, are open to interpretation, and engage participants in the same manner as an initiative activity might. The stages of the hero's journey are the separation or departure, the trials and victories of initiation, and the return and reintegration with society. These stages are reconceptualized in terms of the college student's experience. Program activities related to each of the stages are described, and 13 questions for reflection are listed. (SV)

ED 414 132 RC 021 278

Garvey, Daniel; Gass, Michael
Instructor Qualifications: What Directors Want.
PUB DATE- 97
NOTE- 7p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Adventure Education; *Competence; *Job Skills; *Leadership Qualities; Literature Reviews; Outdoor Education; Personnel Selection; Teacher Competencies; *Teacher Qualifications
IDENTIFIERS- *Outdoor Leadership

This paper reviews the literature associated with outdoor leadership and describes ongoing research about outdoor program directors' hiring preferences when filling outdoor leadership positions. Nineteen articles published in the Journal of Experiential Education, 1983-1996, as well as several book collections of leadership articles, discuss skills and attributes that are requirements for effective outdoor leadership, point out that leadership skills are on a continuum from novice to skilled professional, offer leadership curricula, review research on outdoor leadership, and examine the controversy surrounding the topic of leader certification. The 10 top leadership competencies are listed for each of 6 research projects conducted during 1981-1986. A survey conducted in 1983 revealed a need to examine what is valued or undervalued in the hiring of outdoor leaders. In contrast to previous research that relied on survey questionnaires, this ongoing research project created a forced-choice situation in which outdoor program directors evaluated the strengths and weaknesses of two hypothetical applicants with different backgrounds and qualifications. The directors then indicated whether they would consider hiring either applicant for a position leading groups of adolescents on week-long trips. Contains 15 references. (SV)

ED 414 133 RC 021 279

restructured into three 12-week trimesters, each divided into 1-week and 11-week periods. During the 1-week period, students receive intensive instruction from specialized teachers in such areas as child development, cultural activities, study skills, career planning, and goal setting. On-the-job training is also provided. During the 11-week period of each trimester, students are taught core courses in math and language arts by site-based teachers and content courses other than math and language arts by itinerant subject-certified teachers. The content courses are offered in 135-minute blocks; students are given a choice among at least 2 content strands. Goals, objectives, projects, activities, and assessments are identified and integrated through team teaching and collaboration between core and content teachers. (SAS)

ED 414 151   RC 021 306

Nasstrom, Roy
Competition and Quality: A Rural Study. Report to Task Force on Rural Education, College of Education, Winona State University, Winona, Minnesota.
PUB DATE- 93
NOTE- 25p.; Paper presented at the Annual National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 26, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *College Admission; Competition; *Early Admission; Elementary Secondary Education; Free Enterprise System; Higher Education; Institutional Survival; Rural Education; *Rural Schools; *School Choice; *School Districts; Transfer Students
IDENTIFIERS- *Minnesota; *Postsecondary Enrollment Options Act (Minnesota); Small School Districts

This paper examines the impact on small rural school districts of school choice programs available in Minnesota. An opening section traces the history of school choice in Minnesota since 1983, focusing on two programs enacted in 1990: enrollment options (EO), which allows students to attend any public school without cost, and postsecondary enrollment options (PSEO), which allows academically qualified 11th- and 12th-graders to enroll full- or part-time in state public or private postsecondary institutions. In both programs, state aid follows the student to the institution selected. Program impact was investigated in 17 contiguous small rural districts in southern Minnesota. Data consisted of interviews with superintendents and principals, financial and enrollment figures, information from postsecondary institutions, and local newspaper articles. In 1990-91, the 17 districts had enrollments of 271-958 students. Student participation was not high in either plan. Under PSEO, 3.7 percent of eligible students participated, compared to 5 percent statewide. District participation ranged from 0 to 18 students and was related to proximity to a postsecondary institution. EO participation of districts involved 0-45 entering students and 0-45 departing students. Most administrators had doubts about choice programs but only four had a completely negative attitude. For districts losing students, the threat of school closure and consolidation was a great concern. Also discussed are parents' and students' apparent reasons for participation in the programs, interdistrict tensions due to competition and "advertising," and shifts in power relations between parents and professional

Longitudinal Studies; *Norm Referenced Tests; *Science Education; *Scores
IDENTIFIERS- Tennessee

In light of the continuing debate over the relative merits of various ways of assessing student achievement, it seems appropriate to examine longitudinal data which reflect student performance on one measure as a basis for recognizing and utilizing the measure's particular strengths. This study is the follow-up to an earlier study conducted using data from the state of Tennessee for student scale scores in science for the years 1990-1994. The current data set consisted of school system level science scale scores on the CTBS/4 science test, grades 2 through 8, for each of the 138 Tennessee school systems for the years 1992-1996. The normed portion of the science subtest of the CTBS/4 consists of 20 items with four possible answers for each item. Examination of the descriptives revealed an increase in the mean of science scale scores for grades 2-8 each year except 1993, which showed a "negative gain." This population represents the remaining members of the cohort of students (grades 4-8) included in the mean score for 1991, which also had a "negative gain." This finding seems to indicate that teacher effect on student achievement may be both cumulative and residual. Contains 21 references. (Author/PVD)

ED 414 171 SE 060 868

Public Linkage, Dialogue, and Education Task Force Report.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Change Strategies; Community Action; Community Involvement; Curriculum Development; Educational Strategies; Elementary Secondary Education; *Futures (of Society); Government Role; Interdisciplinary Approach; *Lifelong Learning; Nonformal Education; Outreach Programs; Partnerships in Education; *Sustainable Development; *Values Education
IDENTIFIERS- *Public Awareness

The President's Council on Sustainable Development, established in 1993, was charged with the following missions: (1) to make recommendations to the President to advance sustainable development, including a national sustainable development action strategy; (2) to expand public awareness of the challenges inherent in moving toward sustainability, including the need to manage the nation's natural resources more carefully; and (3) to institute a Presidential Honors Program recognizing exemplary efforts that advance sustainable development. The Public Linkage, Dialogue, and Education Task Force (PLTF) was one of eight task forces organized by the Council. The mission of the PLTF was to foster dialogue between the public and the Council, ensuring that interested stakeholders were kept informed about the Council's process and encouraging public comment on that process, and to formulate policies on how to integrate sustainable development into the nation's formal and nonformal education systems. This report summarizes the observations, findings, and recommendations made by the PLTF to the Council and the President. The first two chapters lay the groundwork for the PLTF recommendations. Chapter 1 explains the importance of dialogue and education for working towards sustainability. Chapter 2 defines education for sustainability and outlines its objectives. Chapters 3 through 5 present the PLTF policy recommendations: Policy Recommendation 1 is Formal Education Reform (Chapter 3), Policy

Imaging and visualization tools have assisted Earth scientists in answering age old questions by changing their orientation while reshaping the questions they ask. Imaging and visualization are powerful instructional tools still in the early phases of curricular infusion in the science education setting. This paper calls for a collaboration between imaging and visualization and presents information on involved organizations and technology related to imaging and visualization in science. Educational implications from imaging and visualization at NASA and retrofitting the curriculum to match scientific technology advances are discussed. (Contains 15 references.) (ASK)

ED 414 191 SE 060 973

Helton, Jennifer
Appropriate Strategies for Improving Math Portfolios: A Comparison of Self-Assessment versus Peer Conferencing. UKERA Occasional Papers.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Educational Assessment; Grade 8; Interpersonal Communication; Junior High Schools; *Mathematics Education; Peer Teaching; *Portfolio Assessment; *Self Evaluation (Individuals)
IDENTIFIERS- *Pre Algebra

The purpose of this study was to determine the more appropriate strategy for improving eighth-grade portfolio entries. There was a comparison between two specific types of revising/correcting conferences, self-assessment and peer conferences. Most of the research concerning the writing process focuses on peer conferencing; however, it was speculated that in math, self-assessment may prove to be more appropriate. The reason behind this speculation rests in the fact that students might simply copy each others' solutions and claim it as their own. The study consisted of a total of 52 eighth-grade students enrolled in Pre-Algebra. Each was taught how to use self-assessment and peer conferencing forms with the intention of improving portfolio entries. The study examined a random sample of 32 papers revised and/or corrected using both types of forms. A seven category checklist was prepared and used as a tally sheet to record the actual changes made between first drafts and revised/corrected drafts. The findings of this study showed that a substantially higher percentage of improvements were made to original portfolio entries when students used a peer conference. The findings did not indicate that the students copied from one another nor simply copied another student's solution to an entry. This study supports the recognition of using a writing process approach to enhance written work in the subject of mathematics. It also acknowledges that eighth-grade math students can, in fact, learn from one another. The peer conferences appeared to be more beneficial than the self-assessment technique for students who used the information to improve their portfolio entries. (Author)

ED 414 192 SE 060 974

Ferrini-Mundy, Joan, Ed.; Schram, Thomas, Ed.
The Recognizing and Recording Reform in Mathematics Education Project: Insights, Issues, and Implications. JRME Monograph

DESCRIPTORS- *Area Studies; *Comparative Education; Educational Practices; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *School Holding Power
IDENTIFIERS- *Australia; Australian Council for Educational Research

This annual report examines recent changes in Australian education. Two strong emerging trends emerging are: increasing participation rates as more young people stay in the formal education system beyond the compulsory years and a shift in focus from the input in education to outcomes and sharpening of the way in which the outcomes are defined. The report includes: (1) "Director's Comment: Competence or Expertise?"; (2) "Highlights of the Year for ACER"; (3) "Research and Development Activities" (Overview of Themes, Beyond the Compulsory School Years; Cognition, Technology and the Classroom; Teachers and Teaching; Educational Management and Change; Assessment and Reporting; Measurement Division Contract Projects; Testing Services; Product Development); (4) "Other Activities" (Library and Information Services; Development and Training; Management Developments; Publishing, Consultant and Marketing Services); (5) "Staff Publications"; (6) "Financial Report" (Overview; Director's Statement; Auditor's Report); (7) "Members of ACER Council"; (8) "Members of ACER Staff"; and (9) "Report from the Institutes of Educational Research." (EH)

ED 414 209 SO 025 690

Irvin, Judith L.; Lunstrum, John P.; Lynch-Brown, Carol; Shepard, Mary Friend
Enhancing Social Studies through Literacy Strategies. Bulletin 91.
PUB DATE- 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Desc~iptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Cultural Literacy; Elementary Education; *Literacy; *Literacy Education; Reading Skills; *Reading Writing Relationship; *Social Studies; Writing Skills

This volume presents approaches and strategies for integrating literacy acquisition into social studies content and processes, for deepening student understanding of the social sciences, and for motivating students to read and write in the social studies class. The book is intended to be a teachers' reference tool for planning creative and challenging social studies classes. Special features include: a review of current thinking in literacy education and student motivation; step-by-step procedures for teaching social studies vocabulary while emphasizing concept development; literacy-based strategies to develop critical thinking abilities; and guidelines for fostering the reading of historical-content books by students and a recommended list of historical literature appropriate for teachers to read aloud or for students to read independently. Chapters include: (1) "Enhancing Literacy Abilities through Social Studies Content"; (2) "Building Vocabulary and Conceptual Knowledge"; (3) "Using Reading and Writing to Foster Critical Thinking"; and (4) "Linking History, Literature, and Students." (EH)

ED 414 210 SO 027 261

Love, Ann; Drake, Jane
Farming. Canada at Work Series.

The videotape, presented first in English and then in Spanish, presents the narrated story of Alfonso's Milagro in Part 1. Part 2: Symbols of Hope, presents historical/cultural content on milagros. Part 3: Symbols in Relief, illustrates the steps involved in a production activity. The teacher's guide includes introductory information, a vocabulary list, discussion topics and questions, and lesson plans for a mixed-media relief rubbing and a metal tooling relief activity. Interdisciplinary extensions, a time line of milagros, and assessment activities are included. The student booklet, printed in both English and Spanish, contains a summary of the video program, quizzes, worksheets, and a vocabulary list. (MM)

ED 414 233 SO 028 160

Reynolds, Nancy Walkup; Godfrey, Judy; Mack, Stevie
Haitian Visions: A Diverse Cultural Legacy. Teacher's Guide and Student Workbook.
PUB DATE- 93
NOTE- 51p.; Accompanying poster and videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Area Studies; *Art; Art Activities; Art Appreciation; *Art Education; Black Culture; Elementary Secondary Education; Folk Culture; Foreign Countries; Instructional Materials; Latin American Culture; Social Studies; Studio Art; Teaching Guides; Visual Arts
IDENTIFIERS- African Americans; *Haiti

This "Teacher's Guide" and "Student Workbook" accompany a videotape and poster map in a package intended to introduce the heritage, historical events, customs and beliefs of the Haitian people, with emphasis on the valuable contributions of the African-American culture. The student workbook contains a summary of the video program, Haitian proverbs and a folk tale, worksheets, a historical time line, and a vocabulary. The teacher's guide includes introductory information, a vocabulary and pronunciation list, questioning strategies, and three multi-session lesson plans: festival masks; cut paper designs; and banners/flags. For each lesson, objectives, vocabulary, materials, historical/cultural summary,discussion questions, activities, demonstrations, assessment, and interdisciplinary connections are indicated. Supplemental resources, an answer guide, a Haitian history time line, and an 18-item bibliography, conclude the guide. (MM)

ED 414 234 SO 028 993

Korey, William
Human Rights and the Helsinki Accord: Focus on U.S. Policy. Headline Series No. 264.
PUB DATE- 83
NOTE- 84p.; A complete list of Headline Series Titles (with ERIC accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

Midwestern Educational Research Association (Chicago, IL, October 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Beginning Teacher Induction; Beginning Teachers; Career Development; Elementary School Teachers; Elementary Secondary Education; Higher Education; Longitudinal Studies; *Outcomes of Education; Preservice Teacher Education; Secondary School Teachers; *Self Efficacy; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- Teacher Concerns Questionnaire; Teacher Development

A longitudinal sample of 242 predominantly white teacher candidates was studied to identify possible relationships between the candidates' academic abilities, the degree of their success in making the transition from student to teacher, and their development of concerns about teaching during teacher preparation as hypothesized by Fuller's model of teacher development. Analysis of data collected prior to teacher preparation, near the end of teacher preparation, and 7 years after the commencement of teacher preparation revealed: that pre- to post-preparation changes occurred in the candidates' task, self, and impact concerns; that the level of the candidates' concerns about teaching did not differ when classified by degree of success in making the transition form student to teacher; and that the teachers' academic ability indices interacted statistically with the teacher candidates' development of job, task, self, and/or impact concerns during teacher preparation. The finding of changes in concerns during teacher preparation supported Fuller's model of the development of concerns about teaching; however, the teacher candidates' academic attributes also were found to relate to and interact with the development of concerns about teaching during teacher preparation. These academic ability interactions with the changes in pre- to post-teacher preparation concerns and the failure to identify a direct relationship between concerns development and degree of success in teacher induction would seem to raise questions about the overall viability of the Fuller model. (Contains 33 references). (Author/SM)

ED 414 254 SP 037 655

Shartrand, Angela M.; Weiss, Heather B.; Kreider, Holly M.; Lopez, M. Elena
New Skills for New Schools: Preparing Teachers in Family Involvement.
SPONS. AGENCY- Department of Education, Washington, DC.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 97
NOTE- 82p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Case Method (Teaching Technique); Cultural Awareness; Educational Research; Elementary Secondary Education; *Family Involvement; *Family School Relationship; Higher Education; Parent Empowerment; *Parent Participation; *Parent Teacher Cooperation; Partnerships in Education; *Preservice Teacher Education; School Community Relationship;

discusses: the need for improvement to promote educational equity; equal access and equal treatment versus equitable outcomes; emerging issues related to gender inequity; and future expectations. The Digest also includes: a listing of Women's Educational Equity Act (WEEA) materials to support Title IX mandates; a list of resource organizations for Title IX, including addresses and telephone numbers; and a description of WEEA's new web site. (SM)

ED 414 272 SP 037 676

Torabi, Mohammad R., Ed.
Prevention of HIV/AIDS Education in Rural Communities II.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Black Students; *Comprehensive School Health Education; Confidentiality; Counselor Role; *Drug Therapy; Elementary School Students; Elementary Secondary Education; Ethics; Health Promotion; Migrant Workers; Rural Population; *Rural Schools; Secondary School Students; Social Problems; Student Behavior
IDENTIFIERS- African Americans; Health Behavior; Maternal Health; *Risk Taking Behavior

This second special issue of the Health Education Monograph Series on HIV/AIDS Prevention in Rural Communities presents seven articles: (1) "Preventing Maternal-Infant Transmission of HIV: Social and Ethical Issues" (James G. Anderson, Marilyn M. Anderson, and Tara Booth); (2) "HIV Infection in Diverse Rural Population: Migrant Farm Workers in Indiana" (Janet Arno); (3) "New Drugs for Treatment for AIDS and Cost Implications" (Stephen R. Bryn, James G. Anderson, and Marilyn M. Anderson); (4) "Behavioral Intention and Use of Condoms for HIV/AIDS Prevention among African-American Students" (Andrew J. Kanu); (5) "Breaking Confidence about Risky Sexual Behavior: Rural Area, Race, Gender, Sexual Orientation, and Other Factors" (Shobha Pais and Fred Piercy); (6) "Prevention of HIV/AIDS in Rural Communities" (Mohammad R. Torabi and Kele Ding); and (7) "Efficacy of Two School-Based Interventions Designed to Reduce Rural Adolescent Risk of HIV/STD" (William L. Yarber and Richard A. Crosby). (All articles contain references.) (SM)

ED 414 273 SP 037 677

Credentialing Activities in the Youth Development Field, 1997.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; After School Programs; *Certification; Child Caregivers; Community Organizations; Credentials; Elementary Secondary Education; Federal Legislation; Higher Education; Inservice Teacher Education; Leadership Qualities; *Leadership Training; Professional Development; State Legislation; *Youth Leaders; *Youth Programs

This report describes credentialing activities that seek to establish standards and promote professional development in the youth development field. Part 1, Federal and State Legislative

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Adults; *Certification; Comparative Analysis; *Computer Assisted Testing; Cultural Differences; English; German; International Education; *Item Bias; *Languages; Licensing Examinations (Professions); Test Bias; *Test Format; Test Validity

Evaluating the comparability of a test administered in different languages is a difficult, if not impossible, task. Comparisons are problematic because observed differences in test performance between groups who take different language versions of a test could be due to a difference in difficulty between the tests, to cultural differences in test taking behavior, or to a difference in proficiency between the language groups. The international certification testing programs conducted by Novell, Inc. are exceptional examples of the complex psychometric demands inherent in multiple language assessment programs. Novell's international certification program includes tests administered in 12 languages. Many of these tests are computerized adaptive (CAT), complicating comparisons across tests and languages. This paper reports the results of a study comparing English and German language versions of a high-stakes Novell CAT certification exam. The two versions of the test were compared by analyses including separate and concurrent item response theory calibrations. Results with 1,668 English-language candidates and 922 German-language candidates indicate that the English and German CATs are highly similar, and that the tests appear to be unidimensional in both the English and German versions. It is also concluded that the German candidate sample was more proficient than the English sample, and that 2 of 15 items functioned differentially across the languages. The source of the differential item functioning was identified post hoc using bilingual subject matter experts. The comparability of the passing scores, and other critical validity issues are discussed. (Contains 4 tables, 11 figures, and 20 references.) (Author/SLD)

ED 414 292 TM 027 721

Sireci, Stephen G.; Robin, Frederic; Patelis, Thanos
Using Cluster Analysis To Facilitate the Standard Setting Process.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 24-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cluster Analysis; *Cutting Scores; *Educational Testing; Evaluation Methods; Grade 7; *Junior High School Students; Junior High Schools; Mathematics Tests; *Pass Fail Grading; Standards
IDENTIFIERS- *Standard Setting

The most popular methods for setting passing scores and other standards on educational tests rely heavily on subjective judgment. This paper presents and evaluates a new procedure for setting and evaluating standards on tests based on cluster analysis of test data. The clustering procedure was applied to a statewide mathematics proficiency test administered to 818 seventh-grade students in a small urban/suburban school district. Content area subscores were derived from the test specifications to serve as clustering variables. Subsequent course grades in mathematics were used to validate the cluster solutions and the stability of the solutions were evaluated to be taught is quite similar, but they appear to have very different standards for what students should learn. States that have performance standards for student achievement report a bewildering range of results. Results from the National Assessment of Educational Progress (NAEP), a national testing program at grades 4, 8, and 12, suggest that the standards of some states and those of the NAEP are so different as to make comparisons extremely difficult or impossible. Some states, notably Kentucky, Maryland, Connecticut, Delaware, and New Hampshire, have set high standards for their students. Few states, however, have been willing to have both high standards and high stakes examinations. International results on student achievement can tell the nation and the individual states a lot of knowledge about how high standards really are, and this information will be available when the Third International Mathematics and Science Study releases its data. State representatives need to examine these data and then get together to clarify the range of standards and expectations for learning. (Contains two tables.) (SLD)

ED 414 310 TM 027 780

Occupations and the Printed Word: A Workbook.
PUB DATE- 96
NOTE- 372p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Basic Skills; Education Work Relationship; Functional Literacy; *Job Skills; Literacy Education; *Occupations; *Reading Skills; *Workplace Literacy

One of the problems common to efforts to set skill standards for various occupations is deciding on the facility needed for dealing with the printed word. A similar problem faces those trying to define "workplace literacy." This workbook brings together resources to make them available to those who are trying to deal with this education issue. The following materials are included: (1) "Becoming Literate about Literacy" (Paul E. Barton); (2) "Print Use Profiles" (Judith Shaul Norback); (3) "Literacy Levels for 90 Occupations" (Paul E. Barton); (4) "Reading and Writing Skill Needs in 22 Industries" (Joan Wills); (5) "Elements of Job Literacy" (Judith Shaul Norback); (6) "Different Approaches to Establishing Levels, Scales, and Equivalencies" (Judith Shaul Norback); (7) "Workplace Competencies: The Need To Improve Literacy and Employment Readiness" (Paul E. Barton and Irwin S. Kirsch); (8) "Setting Performance Standards: Content, Goals, and Individual Differences" (Bert F. Green); and (9) "Literacy: Economic Key for the New Millennium" (Richard J. Coley). Most individual articles contain references. (SLD)

ED 414 311 TM 027 783

Houston, Walter M.; Woodruff, David J.
Empirical Bayes Estimates of Parameters from the Logistic Regression Model. ACT Research Report Series 97-6.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; *Estimation (Mathematics); *Least Squares Statistics; *Maximum Likelihood Statistics;

administrators, parents, students, and community representatives. This committee then asked questions of teachers, administrators, parents, and students about existing policies and, for groups other than teachers, their opinions of good teaching. Six areas of teacher competence were expanded to 14 standards. A scoring rubric incorporating the standards was developed and refined, and the final policy was presented to the school board for approval. In its second year, the policy appears to have met its goals for inclusion of the local vision of teaching and research on teacher development and evaluation. The development approach illustrated that not all groups have the same areas of knowledge, but all have a legitimate interest and some expertise to contribute to policy development. An appendix presents criteria for useful feedback developed through teacher response, the parent survey, and a questionnaire for students. (Contains 4 references.) (SLD)

ED 414 329 TM 027 857

Melnick, Steven A.; Henk, William A.
Content Validation: A Comparison of Methodologies.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Comparative Analysis; *Content Validity; *Graduate Students; Higher Education; Reading Instruction; *Research Methodology; Self Evaluation (Individuals); *Test Content; Test Reliability
IDENTIFIERS- *Forced Choice Judgmental Review; *Latent Category Judgmental Review

This paper compares two methods of establishing content validity, forced-choice judgmental review and a latent category judgmental review. It also compares content validity evidence with the results of a scale reliability analysis and makes recommendations of the two content validity procedures. Two different groups of graduate students enrolled in a graduate program for reading specialists acted as expert reviewers for the content validation stage of the Reader Self Perception Scale (RSPS). Thirty students reviewed the items using the forced choice method of Gable and Wolf (1993) and the other 33 reviewed items using a latent category judgmental review process modified from that of Wiley (1967). In addition, the RSPS was administered to 2,733 fourth, fifth and sixth graders. While all test items were placed in the anticipated a priori categories by the forced choice reviewers, latent category reviewers identified finer distinctions among the items. It may be that the latent category method provides more accurate information with more distinctions among latent constructs. Reliability analysis of RSPS responses suggests that all items intercorrelate sufficiently and contribute to overall scale reliability. (Contains five tables and five references.) (SLD)

ED 414 330 TM 027 859

Melnick, Steven A.; Schubert, Marie B.
Curriculum Integration: Essential Elements for Success.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

Instruction" (2nd, Kapiolani Community College, April 1-3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Conventional Instruction; Educational Strategies; Electronic Mail; Higher Education; *Interaction; *Interpersonal Relationship; Learning Theories; Nontraditional Education; *Online Systems; Student Attitudes; Telecommunications
IDENTIFIERS- *University of Hawaii Manoa

This paper illustrates ways to combine online conference participation with face-to-face meetings and other social supports to humanize asynchronous electronic communications in an applied organizational communication class offered through the University of Hawaii at Manoa Communications Department. The overall methodology and intent of this course is to emphasize the role and benefits of students exploring their own attitudes and values as ascertained from the textbook assignments and from reading what their colleagues think about the academic lessons. Specific strategies for incorporating face-to-face contact in the online environment include: face-to-face class meeting at the start of the term; posting of digital photographs; identifying computer literate students to help others with questions; a face-to-face meeting mid-way through the term; group projects; face-to-face meeting for group presentations; and final course evaluation surveys. Asynchronous electronic communication, such as online conferences and e-mail, supplemented by in-person orientations and follow-up meetings, bridges the gap between the "high tech" and "high touch" for students. (AEF)

ED 413 894 IR 056 724

Burns, Mary Ann
The Use of the Rare Book Cataloging Standards in the OCLC Database.
PUB DATE- 96
NOTE- 44p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authority Control (Information); *Bibliographic Records; *Cataloging; Classification; Librarians; Library Expenditures; Library Materials; *Library Standards; *Library Technical Processes; Technological Advancement
IDENTIFIERS- Cataloging Backlogs; Descriptive Cataloging; MARC; *OCLC; *Rare Books; Special Collections (Library)

In order to produce adequate catalog records for rare books, catalogers concern themselves with detailed transcription of title page information and an exact description of the book. Another concern largely unknown in general cataloging is the tracing of special access points that relate the physical features of a book and terms for persons associated with the book other than the author. The identification and description of these special files often requires considerable scholarship and bibliographical sophistication. Rules for transcription and lists of thesauri terms for use with the MARC format have been in place for at least five years. Librarians have labored to make these standards a reality, but rare book and special eight was given a questionnaire to fill out regarding their use of the school library. They were asked how often they visited the school library, reasons why they liked to visit, which library resources they used to complete school assignments, the types of magazines and books they liked to read and where they obtained reading materials. Nearly 80% of the students visited the school library at least once or twice per week and 95% of students used the library to complete school assignments. Students most often visited the library when they went with a class or during their study hall. The most common reasons they went to the library were to work on their homework, read magazines and materials for fun, or work on the library's computers. When working on class assignments, students most often used the library's reference books and encyclopedias on CD-ROM. Lastly, 83% of the students obtained their reading materials from the Woodridge Middle School library, while 80% used their local public library. This study concludes that students are taking advantage of this library and its resources. (Contains 19 references.) (Author)

ED 413 914   IR 056 744

Yoo, Soyoung
Necessity of Information Processing Models as Functional Tools.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; *Creativity; Elementary Secondary Education; Foreign Countries; *Information Processing; *Information Skills; *Integrated Curriculum; Learning Strategies; Multimedia Instruction; Multimedia Materials; Problem Solving; *School Libraries; *Thinking Skills; User Needs (Information)
IDENTIFIERS- Korea; Piaget (Jean); Schema Theory; Vygotsky (Lev S)

Research in the school library field has shifted from the traditional focus of document storage and organization to the actual use of information in the context of the user's problem-solving. Information skills as learning tools contribute to students' ability for thinking, problem-solving, and creativity. This paper looks at how the integrated curriculum contributes to the enhancement of students' creativity. The paper investigates: creativity and intelligence; evidence of integration in human cognition; Jean Piaget's schema theory; the function and structure of the cerebral cortex; the function of tools; Vygotsky's mediation theory; the information processing model--a tool to aid creativity; integrating characteristics in an information processing model; and characteristics in an information processing model as a tool. Information processing models are necessary tools to enhance students' creativity. Creativity, the purpose of education, comes from the integration of different information which exists both in the human thinking process as well as the information processing model when it is used. Since the integration of different information is critical in generating creativity, it is necessary for students to be exposed to a multi-information environment. The multi-information environment for students means an integrated curriculum which includes library and information skills and one or more subject areas. (Contains 61 references.) (SWC)

ED 413 915   IR 056 745

companies as-is. Statistics concerning these materials were presented to determine the most common types of information available, and to show the variety and possibilities of information dissemination. The most common type of information, besides policies, was found to be products and services, while the least common was library services. The study concluded that the benefits of timely and accurate information dissemination have been achieved through the Lockheed Martin Network. Appendices include three tables with data on policy content, policy recommendations, and company web information. (Contains 35 references.) (Author/AEF)

ED 413 932 IR 056 764

Smith, Dawn R.
Survey and Evaluation of Hospital Websites.
PUB DATE- 97
NOTE- 39p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Electronic Publishing; Hospital Schools; *Hospitals; *Information Dissemination; Information Technology; Use Studies; User Needs (Information); *World Wide Web
IDENTIFIERS- *Web Sites

The purpose of this study was to determine whether the World Wide Web is being used by hospitals to facilitate the transfer of information to the public. One hundred ninety-one hospitals chosen from "Profiles of U.S. Hospitals" were selected for a web site survey. Each member of the sample was searched on the World Wide Web in an attempt to locate their web site if one existed. Subsequently, each web site found was evaluated to determine its quality and usefulness; previously published criteria were modified and used to evaluate the web sites. Criteria were grouped under one of three categories: access, design, or content. Statistical analysis showed that 37% of the sample had web sites. The percentage of those with web sites was calculated in each of the three categories of ownership, location, and teaching status of the hospital. Twenty-seven percent of government owned, 13% of investor owned, and 41% of not for profit hospitals had web sites. In the category of location, 33% of rural and 37% of urban hospitals had web sites. Concerning teaching status, 44% of major teaching, 27% of minor teaching, and 32% of non-teaching hospitals had web sites. An analysis of the scores earned by the web sites during evaluation was also reported. The mean score received by the web sites on the entire list of criteria was 75%. The criteria were then analyzed in relation to the categories of access, design, and content. The mean scores for these categories were, access criteria 95%, design criteria 73%, and content criteria 68%. Six tables show percentages and mean scores. The hospital web site search and evaluation criteria survey are appended. (Contains 15 references.) (Author/AEF)

ED 413 933 IR 056 765

Williams, Barbara A.
A Citation Analysis of Three American Nursing Journals.
PUB DATE- 97
NOTE- 41p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB DATE- 97
NOTE- 32p.; For the 1996 report, see ED 411 926.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Annual Reports; Community Colleges; Community Services; *Educational Finance; Enrichment Activities; Enrollment; Financial Policy; Grants; *Institutional Characteristics; Mission Statements; Money Management; Outreach Programs; Partnerships in Education; Program Descriptions; School Demography; *School Statistics; State Federal Aid; Student Characteristics; Teacher Characteristics; Two Year Colleges
IDENTIFIERS- *Oakton Community College IL

Oakton Community College's (Illinois) Annual Report to the Community for fiscal year 1997 includes information about the college's operations and finances. Prepared to acquaint the community with the school, the report contains letters from the board chairman and president, and outlines the college's mission statement and student services and facilities, including the transfer center and baccalaureate program. Profiles of Oakton students highlight a section on programs that support diversity by exploring ethnic, cultural, gender, and intergenerational issues. Faculty, staff, alumni, and student bios further illustrate the distinct college community. A condensed balance sheet and history, descriptions on the growth of assets and financial activity since 1993, information on revenues, property taxes, net instructional cost per credit hour, and use of resources comprise the financial reporting section. Oakton's outreach activities, such as summer camps that teach high school students about careers and job training, are described. The report closes with a list of federal and state grants, members of the Board of Directors, and a balance sheet of assets and liabilities. (YKH)

ED 413 952 JC 980 004

Hilquist, David E.; Archer, Maurice
Oakton Community College Comprehensive Annual Financial Report, Fiscal Year Ended June 30, 1997.
PUB DATE- 97
NOTE- 95p.; For the 1996 report, see ED 411 925.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Annual Reports; Community Colleges; *Educational Finance; Enrollment; Expenditures; Financial Audits; Financial Policy; Grants; Income; *Money Management; Program Descriptions; Resource Allocation; School Demography; *School Statistics; Statistical Analysis; Tables (Data); Taxes; Two Year Colleges
IDENTIFIERS- *Oakton Community College IL

This report provides financial data on Oakton Community College in Illinois for the fiscal year ending on June 30, 1997. This report is divided into four parts: (1) the introductory section, which includes letters from school officials, an organization chart, and a copy of a Certificate of Achievement for Excellence in Financial Reporting earned in 1996; (2) the financial section, consisting of a report of independent accountants, basic financial statements, supplemental financial information, and a description of plant funds; (3) the unaudited statistical section, providing several tables

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Curriculum; *College Planning; Community Colleges; Conferences; *Futures (of Society); Long Range Planning; Multicampus Districts; *Organizational Communication; Organizational Development; *Organizational Objectives; *Staff Development; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *San Diego Community College District CA

On August 18, 1995, California's San Diego Community College District (SDCCD) held a conference among district staff to discuss strategies for remaining competitive in the 21st century. This document presents the conference agenda and summarizes remarks made at the conference and conclusions reached by breakout groups. Comments from four presidents and provosts of SDCCD colleges are included, regarding trends at San Diego City College, programs and plans for the year 2000 at San Diego Community College Continuing Education Centers, recent trends at Miramar College, and five planning issues for the next century at Mesa College concerning integrated programming, global and multicultural education, student access and new technologies, student development, and facilities. Next, general remarks by the district chancellor on change in the SDCCD and the top priorities for the breakout sessions are provided. The remainder of the document offers conclusions from these sessions-five groups of which focused on the curriculum; three on instructional delivery systems; six on communications among faculty, staff, administrators, and the board of trustees; four on student services; one on administrative support services and the physical environment; and two on professional and staff development. (BCY)

ED 413 971 JC 980 027

Armstrong, William B.; Turingan, Maria R.; Bersentes, Gina H.
Educators Exchange Program, 1996. Evaluation Report.
PUB DATE- 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Exchange Programs; Foreign Countries; *Inservice Teacher Education; International Cooperation; *International Educational Exchange; *Participant Satisfaction; Partnerships in Education; Program Effectiveness; Program Evaluation; *Student Attitudes; *Teacher Attitudes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Mexico; San Diego Community College District CA

Following an initial effort in 1994, the Educators Exchange Program 1996 (EEP-96) was the second project completed under a training and educational exchange agreement reached between California's San Diego Community College District (SDCCD) and the republic of Mexico. In EEP-96, the district provided a five-week technological training program to faculty at Centros de Capacitacion Tecnologica Industrial (CECATI), or vocational training centers, in Guanajuato, Mexico. As in similar exchange programs, the goals of EEP-96 included economic development, expanded training opportunities, and greater cultural understanding. EEP-96 was unique, however, in that regional training needs in Guanajuato were carefully assessed, SDCCD instructors taught in CECATI training sites and local industries to better understand local conditions, and a classroom approach was used to train more instructors. Of the used successfully to fund child care in the United States. Five sections of the manual are devoted to profiles of programs using the following categories of strategies: (1) generating new public revenue for child care, including tax strategies, tax credits, deductions, and exemptions, and fees and lotteries; (2) allocating existing public general revenue for child care; (3) financing child care in the private sector, such as employer- and union-supported care and community child care initiatives; (4) financing child care through public-private partnerships; and (5) financing child care facilities, including using grants, bonds, and loans. The catalog's introduction describes characteristics of successful financing strategies for raising money for child care. Each profile describes a specific financing strategy, when it was initiated, the amount of funding it generates, how funds are distributed, what services are funded, and who is eligible for them. Additional locations using similar financing strategies are listed with contact information. Also in each profile are opinions and analysis of the pros and cons of each strategy plus lessons learned from the participants' perspective. Historical, political, and economic factor contributing to the success of an approach are included. Four appendices describe revenue-generation methods, outline tax strategies and governmental powers, and list key national organizations in child care and family support, and members of the National Children's Facilities Network. Contains 58 references. (KB)

ED 413 989 PS 025 573

Hawkins-Clarke, David
Intervention Program for Preschool-Age Children at Risk for Conduct Disorder and Antisocial Behaviour.
PUB DATE- 96
NOTE- 14p.; Paper presented at the National Conference of the Canadian Association of Family Resource Programs (Ottawa, Ontario, Canada, October 17-20, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Antisocial Behavior; At Risk Persons; Behavior Change; Behavior Modification; *Behavior Problems; *Caregiver Child Relationship; Compliance (Psychology); *Early Intervention; Family Environment; Foreign Countries; Models; *Preschool Children; Preschool Education; Social Environment
IDENTIFIERS- Caregiver Attitudes; Caregiver Behavior; *Disruptive Behavior

Contrary to earlier views, studies show that preschool children with conduct problems will likely continue to exhibit some maladjustment in adolescence and adulthood. A high rate of aggression and noncompliance in toddlers can be predictive of serious antisocial problems later in life, if not treated. Interventions aimed at changing the disruptive behavior for a wide range of family circumstances should focus on modifying the sources of influence affecting the development of antisocial behavior. The components of such a multimodal intervention program are: (1) the relationship between child and caregiver; (2) factors within the child; (3) factors within the caregiver; and (4) factors in the larger social context. (AS)

ED 413 990 PS 025 587

ED 414 007 PS 025 855

Childhood in a Changing Society: Power, Autonomy, Early Years Education. Abstracts (Keynote Lectures, Symposia, Posters) European Conference on the Quality of Early Childhood Education (7th, Munich, Germany, September 3-6, 1997).
PUB DATE- 97
NOTE- 200p.; Sporadic German text included.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Child Behavior; Child Development; *Children; Conferences; Curriculum Design; Curriculum Development; *Early Childhood Education; *Educational Quality; *Educational Research; Effective Schools Research; Foreign Countries; Parent Participation; Research; Research Reports
IDENTIFIERS- Austria; Gender Issues; Germany; *Power

This compendium contains the abstracts of the keynote lectures, symposia, and posters for the 7th European Conference on the Quality of Early Childhood Education. The topic of the conference was Childhood in a Changing Society--Power, Autonomy, and Early Years Education. The first section of the collection consists of abstracts of keynote lectures. Topics addressed included autonomy and competence in child development, day care and child development, issues in early childhood education in Europe, modernization, family transitions and quality, and psychosocial adversity. The second section consists of 177 symposia abstracts. Topics addressed include social interaction, global learning, quality, special needs students, parental involvement, behavioral issues, academic achievement, preschool teacher education, developmental education, foreign language instruction, sex education, family role, dramatic play, and gender issues. The third section consists of abstracts to 39 posters. Topics addressed include transition to school, early childhood study degrees, visual motor skills, quality standards, reading to children, linguistic skills, early childhood curriculum, creative achievement, and intellectual development. The fourth section contains listings of 13 early childhood education and research organizations in Germany and Austria, including a short description of their aims and activities. (Author/SD)

ED 414 008 PS 025 874

Riddick, Barbara; Santer, J.; Hall, E.
Match or Mismatch: The Perceptions of Parents of Nursery Age Children Related to Those of the Children's Key Workers.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Conference of the European Early Childhood Education Research Association (7th, Munich, Germany, September 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; *Aptitude Tests; Attribution Theory; Comparative Analysis; Foreign Countries; Negative Attitudes; *Parent Attitudes; *Preschool Children; Preschool Education; *Preschool Teachers; Self Fulfilling Prophecies; *Teacher Attitudes; Teacher Student Relationship

This study compared parent and nursery staff perceptions of level discussion questions and activities is a description of each poster's artist and author. (KB)

ED 414 027 PS 025 988

Greenfield, Patricia; Maynard, Ashley; Childs, Carla
History, Culture, Learning, and Development.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997). Slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; Community Change; Cultural Activities; Cultural Context; *Cultural Education; Cultural Traits; Development; Economic Change; Ethnography; Experiential Learning; Foreign Countries; History; Longitudinal Studies; *Maya (People); Mexicans; Parent Child Relationship; *Parents as Teachers; *Social Change; *Sociocultural Patterns
IDENTIFIERS- Mexico (Chiapas)

A longitudinal study explored cultural historical change within the Zinacantecan Mayan culture to create theoretical and empirical links between individual processes of cultural apprenticeship and societal processes of cultural change. The study examined the transmission of culture from parent to child in an apprenticeship relationship as the Zinacantecan culture moved from an agricultural base to a commercial base. Qualitative and quantitative findings point to a process of reciprocal change in which societal conditions provide an ecological push toward new modes of cultural apprenticeship and as new modes of apprenticeship create a younger generation with the skill profile appropriate to the changed societal conditions. The findings indicate that as cultures change over time, so do the processes of cultural learning and cultural transmission. (JPB)

ED 414 028 PS 025 990

Maines, Barbara; Robinson, George
The No Blame Approach to Bullying.
PUB DATE- 94
NOTE- 11p.; Paper presented at Meeting of the British Association for the Advancement of Science (September 8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Behavior Change; Change Strategies; Elementary Secondary Education; Empathy; Foreign Countries; *Peer Relationship; Program Descriptions; Program Effectiveness
IDENTIFIERS- *Bullying; Great Britain

Bullying is an interaction which establishes group identity, dominance, and status at the expense of the victim; therefore, it is only through the development of values such as empathy, consideration, and unselfishness that the bully is likely to relinquish the behavior and function differently in a social setting. By involving peers, it is possible to enhance the empathic responses of healthy members of the group, in turn affecting the behavior of the group leader who no longer has the group's consent to bully. The "No Blame" approach is described in a 7-step process entailing: (1) interviewing the visitation, formal child support payments received through the child support enforcement system, and informal child support, such as money or material given to the mother. Findings showed that while only 16.6 percent of fathers provided child support through the formal system during the past year, 42.3 percent provided informal support, and 67 percent visited at least once. Father's residence in the same state as the focal child and the provision of support for the child from the father's family were associated with a higher likelihood of his involvement. Monetary and material contributions from the father, especially informal contributions, were associated with more positive child outcomes. Formal and informal child support were associated with higher child scores on the Personal Maturity Scale. Informal child support was positively correlated with the quality of the child's home environment as measured on the HOME-SF, especially the cognitive stimulation subscale. The data consistently failed to provide support for the assumption that father-child visitation has positive effects on child well-being. (Contains 35 references.) (SD)

ED 414 047 PS 026 023

Kahn, Alfred J.; Kamerman, Sheila B.
Social Policy and the Under-3s: Six Country Case Studies. A Resource for Policy Makers, Advocates and Scholars.
PUB DATE- 94
NOTE- 630p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Child Health; Child Rearing; Child Welfare; Day Care; Day Care Centers; *Foreign Countries; *Infants; Policy Analysis; *Policy Formation; Prenatal Care; *Public Policy; *Toddlers; Well Being
IDENTIFIERS- Denmark; Family Support; Finland; France; Germany; Italy; *Maternal and Child Health Services; Maternal Health; United Kingdom

This collection of six case studies is a by-product of a European-focused study that sought to understand the policies focused on children from birth to age 3, whether directly affecting the children or reaching them indirectly through their parents. The study examined the social infrastructure in which the specific "under-3" policies are embedded, or on which they rest. Program and policy exemplars with the potential to alter policy in the United States were selected for this report. The report is organized into six chapters individually addressing the six case study nations of: (1) Denmark; (2) Finland; (3) France; (4) Germany; (5) Italy; and (6) United Kingdom. Each of the cases is organized into four main sections: (1) an overview; (2) general child and family policy; (3) the specific under-3 measures identified and explicated; and (4) context--demography, expenditures, political and economic forces. In each case report, a final "On the Ground" section offers excerpts from program observations in child care, maternal and child health, and family support services. The appendix section consists of background tables to orient readers to basic facts about the countries detailed and some of their differences. (SD)

ED 414 048 PS 026 024

Khullar, Mala; Menon, Shyam
Innovative Approaches in Early Childhood Education. Evaluation Report.
PUB DATE- 96

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Achievement; *Black Attitudes; Black Community; *Black Family; Family Environment; *Middle Class; Parent Aspiration; Values
IDENTIFIERS- *African Americans

Traditionally, little attention had been paid and little research has been done pertaining to the strengths, rather than the deficits, of the African-American family. This study, guided by a holistic perspective that makes families the central unit of analysis and focuses on their strengths, investigated which variables are associated with positive outcomes and strengths in African-American families. The study also attempted to determine which existing models or theories best depict the African-American family from a positive perspective. The research questions were: (1) How do African-American families view themselves in terms of their strengths?; (2) How do African-American families view themselves in terms of weaknesses?; and (3) What factors are perceived by African-American families as being important to help their children succeed? Twenty Arkansas families defined as successful were interviewed. Data indicated that African-American families hold in high regard the same values, morals, and principles as families of other ethnic groups. These families are dedicated to maintaining family stability, have high expectations for their children and themselves, and are involved with community and civic organizations that promote the improvement of African-Americans. All responding families stressed the importance of the role of the extended family in providing a historical context and nourishment to family life. (Contains 17 references.) (EV)

ED 414 065 PS 026 063

Reagan, Georgiana
Enhancing Teen Parenting Skills through Practical Experiences in a Public School Child Care Setting.
PUB DATE- 97
NOTE- 270p.; Master's Practicum Report, Nova Southeastern University. Photos in Appendix NN will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Cooperative Programs; Day Care; *Early Parenthood; *Parent Education; Preschool Education; Program Effectiveness; *Public Schools; Secondary Education
IDENTIFIERS- *Center Based Programs

Because of social changes, a large number of teenagers are entering parenthood with little or no parenting education. A need has presented itself for communities, including school districts, to provide parenting education for teens. This practicum project involved the design and implementation of a strategy to provide practical parenting education for teen parents in a school district-based infant-toddler child care center in the southwestern United States. The strategy attempted to enhance the concepts taught in the traditional classrooms by providing hands-on activities for teen parents through a variety of methods. Data collected through pre- and post-tests, homework assignments, and teachers' observations and progress reports indicated that the program had a positive impact. Teen parents, child care center staff, and high school classroom teachers responded favorably to the project. Direct outcomes included a toy lending library, a social service

PUB DATE- 96
NOTE- 344p.; Foreword by Jeree Pawl.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; *Child Rearing; Family Programs; Home Programs; *Home Visits; *Parent Child Relationship; *Parent Education; Parents; Parents as Teachers; Personal Narratives; Professional Development; Program Descriptions; *Young Children
IDENTIFIERS- *Family Support; Life History Method

Written from a multidisciplinary perspective, this handbook for home visitors provides functional, field test guidance techniques for working with parents and children from birth to 5 years. The guide offers techniques to enhance children's development in conjunction with educating and supporting families. Firsthand account of home visits complement the discussions. Part 1 of the guide, "Home Visiting: The New Profession," discusses: (1) the relationship between parents and the home visitor, focusing on the development of the relationship, teenage parents, and potential difficulties; (2) the home visitor's approach, detailing necessary communication and interpersonal skills, and addressing how to work with culturally diverse families; and (3) the home visitor's professional development. Part 2 of the guide, "Promoting Healthy Parent and Child Development," comprises the bulk of the book and addresses: (1) the development of the child's sense of self; (2) a developmental approach to guidance and discipline; (3) communication and language development, including emerging literacy; (4) family routines, rituals, and celebrations; (5) the importance of play for learning and development; and (6) sibling relationships. Part 3, "Person and Profession," contains first-person accounts of two home visitors' experiences, their professional growth, and the resources promoting professional growth; this section also examines the interaction between their personal histories and their home visiting, based on results of life history interviews. Contains about 180 references. (KB)

ED 414 083   PS 026 094

O'Brien, Marion
Inclusive Child Care for Infants and Toddlers: Meeting Individual and Special Needs.
PUB DATE- 97
NOTE- 385p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Day Care; Disabilities; Early Intervention; *Inclusive Schools; Individual Differences; Infant Behavior; Infant Care; *Infants; Mainstreaming; Nutrition; Parent Participation; Parent Teacher Cooperation; Play; Preschool Education; Teaching Methods; *Toddlers
IDENTIFIERS- *Day Care Quality; Diapering; Play Learning; Special Needs Children; Toilet Training

With an increasing emphasis on inclusive child care, that is, and student--a situation that can occur in a traditional classroom as well. (LPP)

ED 414 099 RC 021 158

Raywid, Mary Anne
Small Schools--A Reform That Works. An Occasional Paper of the Small Schools Coalition.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Lloyd A. Fry Foundation, Chicago, IL.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 22p.; Additional funding provided by the Chicago Community Trust, McDougal Family Foundation, Polk Bros. Foundation, and Woods Fund of Chicago.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Educational Benefits; *Educational Change; Elementary Secondary Education; *High Risk Students; Outcomes of Education; School Community Relationship; School Effectiveness; School Restructuring; *School Size; *Small Schools
IDENTIFIERS- Reform Efforts; Sense of Community

This booklet addresses three questions about small schools, commonly posed by skeptics: "What do we really know about small schools?" What is there to recommend them?" and "Can we explain their track record?" With regard to the first question, large-scale studies compared the records of 300 students in 8 small New York schools prior to and after entrance; examined the records of 20,000 students in Philadelphia's public high schools, comparing small- and large-school student performance; and examined the test scores of 13,000 students in Alaska. Other studies involved nearly 12,000 students in 800 high schools nationwide. These studies consistently found that small-school students did better academically than did large-school students, and this was particularly the case for disadvantaged students; that size had more influence on student achievement than any other factor controllable by educators; and that the impact of size held at all grade levels, from elementary through high school. Besides positive effects on student achievement, small schools have much else to recommend them: at-risk students are more likely to achieve, there is less violence in school, students display more social concern, and dropout rates are reduced. This track record can be explained by small size, a nonconventional organizational structure, and a setting that operates more like a community than a bureaucracy. Smallness permits and invites a number of practices and arrangements recommended by educational research. Contains references in endnotes. (TD)

ED 414 100 RC 021 180

Rochin, Refugio I.; Siles, Marcelo E.; Gomez, Jose
Latinos in Nebraska: A Socio-Historical Profile. JSRI Statistical Brief No. 9.
PUB DATE- 96
NOTE- 12p.; Produced for the Conference of the Midwest Consortium for Latino Research (Lincoln, NE, August 16-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Demography; *Educational Attainment; *Employment

Achatz, Mary, Ed.; Caldera, Debra, Ed.; Saylor, Brian; DeGross, Denny
Alaskan Voices.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alaska Natives; *Change Strategies; Child Abuse; *Community Attitudes; Community Characteristics; *Community Problems; Community Resources; Delinquency; Early Parenthood; Family Needs; Family Problems; Family Violence; *Focus Groups; Health Services; *Public Health; Rural Areas; Secondary Education; Substance Abuse; Whites
IDENTIFIERS- *Adolescent Attitudes; *Alaska

This paper examines the attitudes of adults and teenagers in 10 predominantly rural Alaskan communities toward their own health and well-being and that of children and families in their community. The communities were located across the state and ranged in size from populations of under 900 to over 50,000. The proportion of Alaska Natives in the communities varied from practically none to almost all. The focus groups included 267 participants. Half were teens recruited from schools and community organizations; one-quarter were Alaska Natives; about three-quarters were women and had completed high school. The focus groups chose from among a list of previously identified topics: basic family needs, child abuse, domestic violence, substance abuse, health services, teen pregnancy, and juvenile crime. Each focus group identified community problems in these areas, community strengths and resources that contribute to the health and well-being of adults and youth, and possible effective change strategies. These strategies involved teen participation, community-based problem solving, stories as educational tools, availability of health promotional materials, community-based paraprofessional delivery systems, changes to community norms, cross-generational community activities, parenting education, peer counseling and natural support programs, teen activities, public recognition of domestic violence and abuse, and parent-teen discussions of sexuality. Results are detailed for each of the communities: Barrow, Delta Junction, Emmonak, Homer, Mat-Su Valley, Metlakatla, Mountain View, Selawik, Unalaska and Dutch Harbor, and Yakutat. (SV)

ED 414 117   RC 021 255

Johnson, Nan E., Ed.; Wang, Ching-li, Ed.
Changing Rural Social Systems: Adaptation and Survival.
PUB DATE- 97
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Employment Patterns; Farmers; Foreign Countries; Human Capital; Income; Migration Patterns; Poverty; Rural Development; *Rural Economics; Rural Family; *Rural Population; Rural Sociology; Rural to Urban Migration; Rural Youth; *Social Change; *Social Structure
IDENTIFIERS- Globalization; Michigan

Gilbert, Lisa; Gilbert, Jim
Living History as an Experience.
PUB DATE- 97
NOTE- 12p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Class Activities; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Higher Education; *History Instruction; Instructional Innovation; *Local History; Relevance (Education); *Role Playing; School Community Relationship; Student Projects
IDENTIFIERS- *Living History

Local historical investigation can make history more relevant and allow national trends to be understood as they were reflected in local incidents. Research-based historical reenactment is growing in popularity throughout North America but has had limited use in classrooms because of overreliance on textbooks and teacher concerns about curriculum mandates and lack of resources. This paper outlines a step-by-step process for exploring "living history" within the classroom. Through this process, a teacher and class can formulate, plan, research, rehearse, and perform role-playing presentations for class, school, or community that meet and enhance state or provincial mandated curriculum objectives. The steps are: (1) getting comfortable (clarifying the process, reassuring students about unfamiliar activities, identifying local resources); (2) warming up to the idea (assuming small roles based on familiar historical figures, focusing on conversations "in character" that provoke class discussion); (3) teacher role (facilitating student efforts to "shape" the role by creating meaning from the research and performance); (4) researching a period character and his or her lifestyle and context; (5) choosing among a real historical person, a composite character, or an appropriate stock character; (6) completing a character outline sheet to formulate a fully developed character; (7) trying out the characters within the class; and (8) performing for school or community. Includes tips for developing characterizations and a character outline. (Author/SV)

ED 414 134 RC 021 280

Gray, Tonia
Examining the Fruits of the Outdoor Education Tree from a Gender Perspective.
PUB DATE- 97
NOTE- 19p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Adventure Education; *Boarding Schools; Educational Innovation; Foreign Countries; *Grade 9; High Schools; *Outdoor Education; Program Evaluation; Wilderness; *Womens Education
IDENTIFIERS- Australia (Victoria)

This paper describes a longitudinal study of a residential outdoor education school program in Australia. Specifically, the research tracked 409 ninth-grade students for up to 24 months to determine the impact on boys and girls of an extended-educators. Contains 67 references. (SV)

ED 414 152 RC 021 320

Garrod, Andrew, Ed.; Larimore, Colleen, Ed.
First Person, First Peoples: Native American College Graduates Tell Their Life Stories.
PUB DATE- 97
NOTE- 268p.; Foreword by Louise Erdrich.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Academic Achievement; Alaska Natives; American Indian Education; *American Indians; Autobiographies; *College Graduates; College Students; Culture Conflict; *Educational Experience; Family Influence; Higher Education; Personal Narratives; School Holding Power; Social Support Groups; *Student Adjustment; Student Attitudes; *Student Experience; Student School Relationship
IDENTIFIERS- *Dartmouth College NH; *Native Americans; Student Support Services

This book presents 13 stories of Native American college students struggling for survival on several planes--intellectual, emotional, physical, spiritual--and striving for success in their own terms in a cultural setting not their own. Although all the students attended Dartmouth College and graduated, the salient common theme of the stories is the literal and figurative journey of these students from their home communities to the culture of this predominantly White college. An introduction outlines the challenges that American Indian students face in college and the history of American Indian education at Dartmouth. The students' stories are divided into three sections that explore the cultural discontinuity experienced by many students, issues of Native identity during the college years, and the students' desires to give back to their own or the larger Native community by applying the skills they acquired through higher education. The stories are: (1) "Refuse To Kneel" (Bill Bray); (2) "I Walk in Beauty" (Davina Ruth Begaye Two Bears); (3) "A Tlingit Brother of Alpha Chi" (Ricardo Worl); (4) "First Morning Light" (Gemma Lockhart); (5) "My Grandmother and the Snake" (Nicole Adams); (6) "I Dance for Me" (Elizabeth Carey); (7) "Why Didn't You Teach Me?" (Robert Bennett); (8) "The Web of Life" (Marianne Chamberlain); (9) "Coming Home" (Arvo Quoetone Mikkanen); (10) "Machiavelli and Me" (Siobhan Wescott); (11) "My Grub Box" (Vivian Johnson); (12) "Full Circle" (Lori Arviso Alvord); and (13) "The Good Ol' Days When Times Were Bad" (N. Bruce Duthu). Includes photographs and author profiles. (SV)

ED 414 153 SE 059 703

Rusczyk, Richard; Lehoczky, Sandor
ESPN2 Sports Figures Makes Math and Physics a Ball! 1996-97 Educator's Curriculum.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; *Athletics; Educational Strategies; Energy; Force; General Science; Geometry; High Schools; Learning Strategies; Lesson Plans; *Mathematics Instruction; Mechanics (Physics); *Physics; *Relevance (Education); Science Curriculum

Recommendation 2 is Nonformal Education and Outreach (Chapter 4), and Policy Recommendation 3 is Strengthened Education for Sustainability (Chapter 5). This report also provides specific examples of diverse sustainability education projects and initiatives currently underway. The appendix contains a resource guide listing those organizations and groups cited in the examples. (PVD)

ED 414 172 SE 060 871

Malmstrom, Jay A.
The Return of Dangerous Dan: Further Adventures in Recreational Mathematics.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Higher Education; *Induction; Learning Activities; *Mathematical Concepts; Mathematics Education; *Modular Arithmetic; Secondary Education
IDENTIFIERS- Combinatorics; Graph Theory; Sequences (Mathematics)

This paper describes six tricks on different mathematical concepts for mathematics classrooms. The mathematical concepts emphasized in these activities include arithmetic, modular arithmetic, limit cycles, graph theory, pairings, combinatorics, cyclic groups, induction, and sequences. (ASK)

ED 414 173 SE 060 872

Regets, Mark
What's Happening in the Labor Market for Recent Science and Engineering Ph.D. Recipients?
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Doctoral Programs; Engineering Education; *Graduate Surveys; Graduates; Higher Education; *Labor Market; *Occupational Surveys; Science Education
IDENTIFIERS- National Science Foundation

Aggregate measures of labor market conditions for recent science and engineering Ph.D. recipients changed only slightly between April 1993 and April 1995. The unemployment rate for all recent Ph.D.s rose from 1.7% in 1993 to 1.9% in 1995. The rate of recent Ph.D.s involuntarily working outside the field of their degree similarly rose slightly from 4.0% in 1993 to 4.3% in 1995; however, the aggregate numbers mask much larger positive and negative changes in labor market conditions within individual disciplines. Most individuals who complete the rigors of a doctorate in science or engineering do not do so simply to find steady employment with a good salary. Their technical and problem solving skills make them highly employable, but the opportunity to do the type of work for which they have trained is also important. No single measure can well describe the science and engineering labor market. This issue brief provides an overview of labor market indicators for recent recipients of science and engineering Ph.D.s from institutions in the United States. It uses data from the 1993 and 1995 Survey of Doctorate Recipients, a biennial NSF (National Science Foundation) survey of holders of Ph.D.s from U.S. institutions up to age 75. This brief also

Series, Number 8.
PUB DATE- 97
NOTE- 147p.; The JRME Monograph Series is published as a supplement to the JRME Journal.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Change; Elementary Secondary Education; Instructional Improvement; *Mathematics Education; *Standards
IDENTIFIERS- NCTM Assessment Standards; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards

This monograph presents findings from the Recognizing and Recording Reform in Mathematics Education (R3M) project, a study designed to assess the influence of, depth of knowledge about, and interpretation of the National Council of Teachers of Mathematics' (NCTM) standards documents in several school and district sites. In R3M, a team of researchers studied 17 diverse sites engaged in attempts at significant change in mathematics teaching and learning. The project's evolution and history, its theoretical and conceptual perspectives, and a discussion of the methodological challenges encountered is presented. Four case studies from four very different project sites are also discussed. The final chapter summarizes what was learned from the case study sites as well as the 13 other sites and concludes with a discussion of the implications of the research. During the 1992-1994 school years, after a national solicitation for site nominations, formation of the project research team, development of the methodology to be used, and site visits were conducted. At all sites, schools, teachers, administrators and parents were grappling with the challenges of implementing different approaches to mathematics teaching, introducing new curriculum, or changing programmatic directions. The stories of mathematics education change in the four settings is portrayed from the perspective of the sites. Features of the different sites include the strong influence of a principal's visionary leadership, the impact of partnerships with industry and university mathematicians, and the effect of reform efforts on the work of an elementary school mathematics specialist. The challenges of this type of research, including finding a balance between identifying "model sites" and more realistically conveying the obstacles and tensions inherent in this type of change, and the balance between being descriptive and being interpretive is also discussed. In the conclusion, implications for instructional practice, administrators and policy makers, future research, and the future of mathematics standards are presented. Chapters include: (1) "The Recognizing and Recording Reform in Mathematics Education Project" (Joan Ferrini-Mundy); (2) "Goals and Conceptual Framework" (Joan Ferrini-Mundy and Karen Graham); (3) "Cross-Disciplinary Teaming in Research on Mathematics Reform: Evolution of Process and Perspective" (Thomas Schram and Geoffrey Mills); (4) "Institutionalizing Mathematics Education Reform: Vision, Leadership, and the Standards" (Beverly Ferrucci); (5) "Walking Together on Separate Paths: Mathematics Reform at Desert View" (Thomas Schram and Loren Johnson); (6) "Evolutionary Reform at East Collins" (Joanna O. Masingila, Patricia P. Tinto, and Loren Johnson); (7) "The Growing Pains of Change: A Case Study of a Third-Grade Teacher" (Laura Coffin Koch); and (8) "Highlights and Implications" (Joan Ferrini-Mundy and Loren Johnson). Contains 103 references. (Author/NB)

ED 414 193 SE 060 979

PUB DATE- 96
NOTE- 35p.; Illustrated by Pat Cupples.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Agricultural Production; *Agriculture; Childrens Literature; Crop Processing Occupations; Elementary Education; *Farm Visits; *Farmers; *Field Crops; Food; Foreign Countries; Grains (Food); *Harvesting; Social Studies
IDENTIFIERS- *Canada; *Cattle Ranchers

This book is part of the Canada At Work series that introduces children to the people, machines, work and environmental concerns involved in bringing to market the products from important Canadian natural resources. This volume features a year-round look at two kinds of agriculture in Canada. On the vegetable farm, children find out about spring planting, tending the crops and harvesting in the fall. On the cattle ranch, children experience everything from a summer cattle drive to a fall roundup to the birth of calves in late winter. Colorful illustrations and labels accompany the text. (EH)

ED 414 211 SO 027 363

Pinhey, Laura A.
Libraries and Democracy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship; *Citizenship Education; *Civics; *Democracy; Foreign Countries; Library Role; *Public Libraries
IDENTIFIERS- ERIC Digests; Europe (East)

This digest argues that free, public libraries foster and fortify democracy and democratic citizenship. Because libraries offer services and materials representing many points of view, they allow citizens to fulfill their civic and personal responsibilities and to exercise their liberties. Particularly for former communist countries, libraries can provide citizens access to previously restricted information, allowing them to participate in the democratic process with a more informed perspective and voice. A variety of programs through which U.S. libraries can aid library systems throughout the world can and thus strengthen the democratic climates abroad are listed. The digest includes a list of four sources for information about libraries and democracy. A 12-item bibliography concludes the document.

ED 414 212 SO 027 413

Capaldi, Gina
Native Americans: Customs, Costumes, Legends, and Lore. Grades 3-6.
PUB DATE- 97
NOTE- 83p.; A large, full-color wall poster included with the document is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Diplomatic History; Foreign Countries; *Foreign Policy; *International Cooperation; *International Organizations; International Programs; *International Relations; International Studies; Secondary Education; Social Studies; World Affairs
IDENTIFIERS- Helsinki Agreement

This booklet traces the development of the 1973 Conference on Security and Cooperation in Europe (CSCE) in Helsinki. The conference came to symbolize detente in Europe and was comprised of 33 countries in Europe, as well as the United States and Canada. It was hoped the new structure to emerge would promote a greater sense of security by mitigating cold-war tensions and reduce, or remove, all barriers between the East and West. The book offers an assessment of foreign policy in the intervening decade since the conference. Chapters include: (1) "From Yalta to Helsinki"; (2) "The Meaning of Helsinki"; (3) "The Changing Posture of the United States"; (4) "Confrontation at Belgrade"; (5) "Madrid: Security vs. Human Rights"; and (6) "The Value of the Helsinki Process." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

ED 414 235 SO 028 994

Herskovits, Jean
Nigeria: Power and Democracy in Africa. Headline Series No. 257.
PUB DATE- 82
NOTE- 92p.; A complete list of Headline Series Titles (with ERIC accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African History; *African Studies; Civil Liberties; Democracy; Foreign Countries; *Foreign Policy; International Cooperation; *International Organizations; International Programs; *International Relations; International Studies; Secondary Education; Social Studies; World Affairs
IDENTIFIERS- Nigeria

This booklet traces the emergence of a democratic government in Nigeria through military dictatorship to the writing of a constitution fashioned on the American model. Chapters include: (1) "Prologue"; (2) "Nigeria Defined"; (3) "Tragedy and Recovery: The First Republic and the Federal Military Government"; (4) "The Making of the Second Republic: Democracy Reborn"; and (5) "Nigeria and the United States." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

Teacher Certification; *Teacher Competencies; Teacher Education Programs
IDENTIFIERS- Harvard University MA

This report presents a framework to help educators improve teacher training in family involvement. Information comes from the Harvard Family Research Project, which documented the nature and scope of preservice education in family involvement. Researchers reviewed state teacher certification requirements, surveyed courses and requirements at accredited institutions, and examined successful models of preservice training in family involvement. Section 1 of this report describes teacher preparation in family involvement, explaining that the best educational results occur when schools, families, and communities collaborate. Section 2 examines the status of teacher preparation in family involvement, noting that state certification does not encourage study of the subject. Section 3 describes new skills for new schools, illustrating types of training for family involvement (general family involvement, general family knowledge, home-school communication, family involvement in learning activities, families supporting schools, schools supporting families, and families as change agents). Examples from various universities are presented. Section 4 discusses the universities' successful methods of preparing teachers for family involvement (e.g., guest speakers, role-play, case method, cultural immersion, community experiences, research with families and communities, self-reflection, and interprofessional education). Section 5 presents recommendations regarding ways that educators, policy makers, and professional organizations can ensure that teachers are prepared to involve families and communities. An appendix describes the research methodology. (Contains 108 references). (SM)

ED 414 255 SP 037 656

Womack, Sid T.
What Action Research Is: A Review of the Literature.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Action Research; Educational Research; Elementary School Teachers; Elementary Secondary Education; Higher Education; Literature Reviews; *Research Design; *Research Methodology; Secondary School Teachers; *Teacher Researchers
IDENTIFIERS- ERIC

Review of recent literature on action research finds that action research has certain overall characteristics. It is a scaled down version of quasi-experimental studies, and it is highly quantitative in its nature of inquiry. Of nine recognized research designs (Isaac and Michael), action research is frequently the most statistically demanding form. This paper examines the views of researchers found in 13 texts on research, 10 recent action studies, 37 ERIC-listed documents from 1996, and 67 ERIC-listed documents from 1997 (as well as another 3,314 works indexed in ERIC from 1996). The first section of the paper examines textbook definitions of what ought to exist in action studies, summarizing the theoretical basis for action studies according to the textbooks. The second section discusses techniques that are currently used in action research. The third section describes the ERIC database search. The fourth section discusses the validity of the literature review. The fifth section contrasts action research with other

Activities, focuses on: legislation promoting youth development activities and programs; welfare reform and the need for youth development and after-school programs; criminal background checks and screening of youth service providers to prevent child abuse; and legislation to promote recognition and reporting of child abuse. Part 2, Selected Credentialing Activities for Youth Workers (which comprises the bulk of the report), presents examples from agencies nationwide. Each entry includes agency name, address, telephone number, contact person and a brief summary of the agency's programs. The overall portrait of credentialing activities indicates that youth work education, training, and credentialing efforts are fragmented, lack a coherent vision, and vary widely in their utilization. There is great variation in the quality of content, expertise, and instructional approaches among staff development efforts. Two appendixes present definitions of credentialing and specification of core competencies for youth workers and school-age care. (SM)

ED 414 274 SP 037 678

Bates, Richard
Preparing Teachers To Teach in 2007.
PUB DATE- 97
NOTE- 7p.; Paper presented at a Conference of the Australian College of Education Conference (Melbourne, Victoria, Australia, April 30-May 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Females; Foreign Countries; *Futures (of Society); Higher Education; Politics of Education; *Preservice Teacher Education; Sex Bias; Sex Discrimination; *Social Change; *Social Influences; Social Responsibility; Teacher Educators; *Teacher Responsibility; Womens Education
IDENTIFIERS- Australia

The shape and purpose of teacher education is affected by what happens in schools, and what happens in schools is largely the result of the shape and purpose of four message systems: curriculum, pedagogy, assessment, and discipline. Seven social issues are important in bringing about significant changes to the message systems of schools. They include: (1) the disorder of information; (2) symbolic analysis of information and the ordering of disorder (3) economic convergence and stratification; (4) the crisis of political ecology; (5) social diastrophism; (6) environmental degradation; and (7) the inequalities suffered by women. Teacher education for 2007 will need to develop in prospective teachers a holistic and global understanding of education; an understanding of curriculum, pedagogy, and assessment as socially constructed and continually contested; and a commitment to engagement with not only classroom practice but also with the various agents and interests that shape the context of practice. (SM)

ED 414 275 SP 037 679

Bates, Richard
Teaching Old Dogs New Tricks: On the Continuing Education of Teachers.
PUB DATE- 97
NOTE- 12p.; Paper presented at the International Conference on

using two random samples. The three-cluster (K-means) solution provided relatively homogeneous groupings of students that were consistent across the two samples and were congruent with school mathematics grades. Standards for "intervention," "proficient," and "excellent" levels of student performance were derived from these results. These standards were similar to those established by the local school district. The results suggest that cluster analytic techniques may be useful for helping set standards on educational tests, as well as for evaluating standards set by other methods. Suggestions for future research are provided. (Contains 2 figures, 7 tables, and 23 references.) (Author/SLD)

ED 414 293 TM 027 723

Montes, Bob; Rosenkoetter, Linda; Newman, Isadore; Zarski, John
A Validity Estimate of the Religious Status Interview.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Attitude Measures; Beliefs; Christianity; *Counseling; Depression (Psychology); Emotional Disturbances; Interviews; *Mental Health; Personality Traits; Prediction; *Religion; Religious Factors; Self Concept; *Validity
IDENTIFIERS- Addictive Behavior; *Relapse

Drawing on the work of Pruyser (1976) and Malony (1985, 1987), the Religious Status Interview (RSI), a measure of theological functioning, was created. The RSI was designed to help counselors judge the health of a parishioner's religious beliefs as they relate to the problem that brings the person to pastoral counseling. This study investigated the validity of the RSI using a sample of 45 Christians diagnosed with an addiction to food, drugs, or alcohol who were in a Twelve Step program. Researchers tested the concurrent validity of the RSI by testing to see if it could differentiate relapse-free time. The theoretical construct of the instrument, that theological functioning relates positively to psychological health and negatively to personality pathology, was also tested. Criterion variables were depression as measured by the Beck Depression Inventory (BDI)(A. Beck and R. Steer, 1987), self-concept as measured by the Tennessee Self-Concept Scale (TSCS) (G. Roid and W. Fitts, 1987) and personality pathology as measured by the Millon Clinical Multiaxial Inventory (MCMI) (T. Millon, 1987). Results indicate that the BDI and the TSCS are not good predictors of relapse-free time. Nor is the RSI alone. However, there is a significant interaction between the RSI and the self-satisfaction scale of the TSCS predicting relapse-free time. Contrary to expectation, the MCMI was not a better predictor of relapse-free time than the RSI. Data support the value of using a religious inventory like the RSI when counseling. (Contains 4 tables, 1 figure, and 13 references.) (SLD)

ED 414 294 TM 027 727

Wegner, Kenneth W.
Improving Career Exploration Using Psychometric Technology.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Regression (Statistics)
IDENTIFIERS- *EM Algorithm

Maximum likelihood and least-squares estimates of parameters from the logistic regression model are derived from an iteratively reweighted linear regression algorithm. Empirical Bayes estimates are derived using an m-group regression model to regress the within-group estimates toward common values. The m-group regression model assumes that the parameter vectors from "m" groups are independent, and identically distributed, observations from a multivariate normal "prior" distribution. Based on asymptotic normality of maximum likelihood estimates, the posterior distributions are multivariate normal. Under the assumption that the parameter vectors from the "m" groups are interchangeable, the hyperparameters of the common prior distribution are estimated using the EM algorithm. Results from an empirical study of the relative stability of the empirical Bayes and maximum likelihood estimates are consistent with those reported previously for the m-group regression model. Estimates that use collateral information from exchangeable groups to regress within-group parameter estimates toward a common value are more stable than estimators calculated exclusively from within-group data. An appendix discusses parameter and hyperparameter estimates for an ACT Assessment English examination. (Contains 14 tables and 14 references.) (Author/SLD)

ED 414 312 TM 027 788

Fenton, Ray; Straugh, Tom; Stofflet, Fred
Alaska Writing Assessment - 1997: Preliminary Technical Report.
PUB DATE- 97
NOTE- 35p.; Paper presented at the "Standards in Action Forum" of the Alaska State Department of Education (Anchorage, AK, September 26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Program Implementation; Resource Allocation; *Scoring; *State Programs; *Test Construction; Test Items; Test Results; *Testing Programs; Writing Achievement; *Writing Tests
IDENTIFIERS- *Alaska Writing Assessment

Writing assessment began in Alaska in the 1970s, and the Alaska Writing Assessment (AWA) that was piloted in 1997 built on previous efforts. The 1997 AWA involved more than 20,000 students in grades 5, 7, and 10 from 43 school districts, and the mandatory assessment planned for 1998 will include approximately 28,000 students. This review of the 1997 AWA will help in planning for the 1998 AWA. The 1997 AWA computer file kept records on more than 16,000 students in the 3 grades (grades 5, 7, and 10). Students were scored using a six-trait analytical writing assessment scoring guide developed by the Northwest Regional Educational Laboratory that provides generic descriptions of characteristics of performances. Overall averages ranged from a low of 3.08 in "Organization" to a high of 3.28 in "Ideas and Content," and the overall average score across all areas was 3.22 with a standard deviation of 0.71. A review of the AWA for 1997 shows that the promise of a true statewide writing assessment was realized. The 1997 AWA extended a small-scale voluntary program to a program that demonstrated the capacity to conduct statewide writing assessment. The problems discovered were substantial, but can be solved. Additional human and financial support must be

1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Curriculum Development; Educational Administration; *Educational Change; Educational Objectives; Elementary Secondary Education; *Integrated Activities; *Program Effectiveness; Program Evaluation; Qualitative Research; *Resource Allocation; School Districts; Teamwork
IDENTIFIERS- *Pennsylvania; *Reform Efforts; Stakeholders

Through a Pennsylvania statewide curriculum integration project involving 11 school districts, this research examines the curriculum reform process and determines which factors, or combination of factors, are absolutely essential for successful curriculum reform. Comparing programs and their respective levels of success makes it clear that only a subset of factors are essential elements. The research used a qualitative, multisite, modified analytic induction design. Twenty-three factors thought to be essential for curriculum reform were identified, and a systematic curriculum integration framework was developed for use in the 11 districts. The factors were categorized into: (1) resources; (2) teacher teaming; (3) administrative involvement; (4) curriculum issues; and (5) communication. Exploration of these areas shows that resources are an essential component, and that all involved need to find creative ways to reallocate both financial and human resources. Teacher teaming is another necessary and evolving process, because shared ownership is crucial to success. Administrative involvement is basic to the success of the team. Curriculum revisions drive the reform process, and they must express clear goals that are owned by everyone. Communication to all constituencies is another essential. (Contains 1 figure and 10 references.) (SLD)

ED 414 331 TM 027 861

Lyman, Howard B.
Test Scores and What They Mean. Sixth Edition.
PUB DATE- 98
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Testing; Norm Referenced Tests; Performance Based Assessment; *Psychometrics; *Scores; *Standardized Tests; Test Construction; *Test Interpretation; Test Reliability; Test Results; Test Use; Test Validity

The first edition of this book was written to give information about testing to people whose work gave them access to test results, but whose training included little or nothing about the use and interpretation of tests. Later editions have been intended for a broader audience as the need for understanding what test scores really mean has expanded. The quality of tests has improved greatly in this century, but it is even more important to understand test results as their uses become more widespread. The emphasis in this book is on maximum performance, objective, select response, written, standardized group psychometric tests, which may be power or speeded, and hand or machine scored. It is also concerned primarily with collections librarians are plagued by backlogs, the high cost of cataloging, and changing technology--all of which can have a negative impact on the amount of time a cataloger has to create detailed records. Based on a sample of 10% of the rare book records entered into OCLC between 1991 and 1996, this study shows that while the use of rare books standards is fairly strong, the problems outlined above appear to have had an effect on the extensiveness of rare books records entered into the OCLC database. Although nearly half of the sample records were transcribed according to the "Descriptive Cataloging of Rare Books" (DCRB), only 15% used special access points for rare books. Appendices include MARC fields for rare books; chronological history of cataloging and rare books standards; coding sheet for OCLC records; and examples of DCRB transcription rules and construction of special access fields. (Contains 22 references.) (Author/SWC)

ED 413 895 IR 056 725

Murphy, Katherine B.
Librarians and Censorship during Three Modern Wars.
PUB DATE- 96
NOTE- 46p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Censorship; Content Analysis; Freedom of Information; History; Information Policy; Intellectual Freedom; *Librarian Attitudes; Library Materials; Library Policy; Moral Values; Political Attitudes; Social Problems; Vietnam War; World War I; World War II

The wars of the twentieth century have clarified American librarians' evolving attitudes toward censorship, while at the same time providing impetus for changes in those attitudes. This study uses content analysis to examine librarians' attitudes toward censorship during three periods: the First World War, the Second World War, and the Vietnam War. Articles from "Library Journal," "American Libraries," and "Wilson Library Bulletin" were coded for: references to war, social issues, and intellectual freedom concepts; the writer's attitude toward censorship; approved and disapproved motives for censorship; and language used to refer to targeted items. Two major trends were identified through this analysis: a steady though non-uniform shift from a pro- to an anti-censorship position, and a shift of focus within the censorship debate from political-military censorship to moral-social censorship. Possible causes for these shifts include changing concepts of the library's mission--from moral guide and teacher to guardian of the public's right to know; the evolution of the library profession; the differences among the three wars themselves; radical changes in the country's social atmosphere; and the tendency within any forum to focus debate on topics in the mid-range of opinion, between unanimity and taboo. A coding sheet and supplementary tables are appended. (Contains 27 references.) (Author/SWC)

ED 413 896 IR 056 726

Wicker, Sandra J.
The History of Women in Botany and Science at the Herbarium Library: Evaluation for Historical Research.
PUB DATE- 97
NOTE- 28p.; Master's Research Paper, Kent State University.

Cox, Marti A.
Statistics & Input-Output Measures for Colorado Academic Libraries, 1996.
PUB DATE- 97
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Computer Networks; Educational Technology; Enrollment; Higher Education; Library Collections; Library Expenditures; Library Funding; Library Personnel; Library Research; Library Services; *Library Statistics; Library Surveys; Online Systems; Students; Tables (Data)
IDENTIFIERS- *Colorado; Electronic Resources

Survey data for the 1996 Integrated Postsecondary Education Data System (IPEDS) Academic Libraries report are organized in tables according to sector (public or private) and by governing board. In addition to statistics for each library, summary figures for boards and sectors are included. FTE (full-time equivalency) Student Enrollment and Educational and General Expenditures were obtained for each institution from the Colorado Commission on Higher Education. New this year are tables comparing electronic services offered, both in the library and elsewhere on campus, as well as off-campus access by primary clientele and other users. The report covers: branch libraries; library staff in fall 1996; library operating expenditures--salaries and wages expenditures, information resources expenditures, and miscellaneous operating expenditures; library collections; library services for fiscal year 1996; library services for a typical week in fall 1996; and a survey of electronic services. Appendices include the 1996 IPEDS Academic Libraries Survey and general instructions for the survey. (SWC)

ED 413 916 IR 056 746

Public Library Standards for Colorado, 1997.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Guidelines; Library Administration; Library Collection Development; Library Cooperation; Library Development; Library Facilities; Library Personnel; *Library Planning; *Library Services; *Library Standards; Library Technical Processes; *Public Libraries; Public Relations; *Statewide Planning; Users (Information)
IDENTIFIERS- *Colorado

In accordance with a long range plan for libraries in Colorado, a committee was appointed to develop the first standards for basic library service in Colorado public libraries. Libraries and their boards may use this document as a workbook for assessing their library and its services, as well as a document to assist in planning for the library's future growth and services. Each standard is followed by a box to be checked if the library is planning for achieving the standard, in progress toward achieving the standard, or has achieved this standard. By marking the appropriate box, libraries can determine areas of greatest achievement as well as areas that need addressing.

PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Citation Analysis; *Citations (References); Information Sources; *Nursing; *Nursing Research; *Periodicals; Publications; Reference Materials; *Scholarly Journals
IDENTIFIERS- United States

A citation analysis of three American nursing journals published in the United States was conducted in each of the sample journals for the first 7 months of 1996. Any attempt to cite a reference source was considered a citation. Each citation was coded for type and placement in relation to the text of the sample journals. The content of each citation was coded for format, date, place of publication, author type, and completeness. Subjects of referenced citations were determined whenever possible from titles. Findings show that most citations were to publications with dates within the past 5 years printed in the United States. Tabulations regarding format reveal 78% of citations were to journals and 20% to books. Collectively, the three sample journals had 40% of the subjects of the citations classed under the general heading: patient care, procedures, and protocols. The three sample journals had differing percentages of their total citations located after full-length articles; the lowest of these was 66% and the highest 77%. Among the sample journals, citations which qualified as complete for the purpose of this study ranged from 33% to 72%. Concluding remarks consider the need for consistency of referencing style among nursing journals and the need to evaluate bibliographic instruction among nurses. Five tables present results. The coding sheet is appended. (Contains 17 references.) (Author/AEF)

ED 413 934 JC 970 593

Windham, Patricia
Projected Impact of the Baby Boomlet. Florida State Board of Community Colleges Research Note RN-01.v2.
PUB DATE- 96
NOTE- 24p.; Light type may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Enrollment; *Enrollment Projections; Full Time Equivalency; *High School Graduates; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida Community College System

The 10 tables in this report present data on projected enrollments in Florida community colleges between 1996-97 and 2003-04, resulting from the recent baby "boomlet." The tables present the following data: actual and projected public high school graduates in the state, 1993-94 through 2002-03; the projected impact of the boomlet on full-time equivalent (FTE) and headcount enrollment in the community colleges, 1996-97 through 2003-04; actual and projected high school graduates expected by college, 1993-94 through 2003-04; actual and projected FTE by college, 1994-95 through 2003-04; projected change in FTE by year and by college, 1996-97 through 2003-04; the cumulative effect of the boomlet on FTE by college, using 1994-95 as a base year and calculating through 2003-04; projected headcount by college, 1996-97 through 2003-04; and projected change and cumulative effect in headcount by college, using 1994-95 as a base year and calculating through 2003-04. Highlighted findings suggest that by 2003-04 the system will be producing 6,000 more FTE per year and serving 12,000 more in headcount than at present, with a cumulative effect of over concerning taxable property, revenues and expenditures, debts, student demographic statistics, property value, and miscellaneous statistics; and (4) the Special Reports section, containing detailed grant information and reports of independent accountants. (YKH)

ED 413 953 JC 980 005

Oakton Community College Annual Budget, Fiscal Year 1998.
PUB DATE- 97
NOTE- 244p.; For the 1997 budget, see ED 411 927.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Annual Reports; *Budgeting; College Faculty; Community Colleges; *Educational Finance; Enrollment; Expenditures; Financial Policy; Income; *Money Management; Resource Allocation; School Statistics; Statistical Analysis; Student Financial Aid; Taxes; Tuition; Two Year Colleges
IDENTIFIERS- *Oakton Community College IL

This report provides the annual budget for Oakton (Illinois) Community College's fiscal year 1998. It opens with a letter from the president, followed by an addendum and a copy of a GFOA Certificate for Distinguished Budget Presentation, awarded in 1996. Four sections follow: (1) an introduction, which includes a chart of organization for Oakton Community College's District 535, principal officials, Oakton's goals and objectives, finance and accounting, capital resource requirement plans, financial outlook, analysis of grant distributions, determination of credit hour grant rates, and budget procedures; (2) a budget, offering comparisons and summaries of revenues and expenditures, a summary of fiscal year 1997's budget by fund, charts of organization, and comparisons of program costs and equipment expenditures; (3) a statistical section, outlining a history of actual and audited revenues and expenditures, comparisons of staff and faculty assignments, unit cost information, student enrollment information, reimbursable credit hours, tax rates, and student financial aid; and (4) an appendix, describing areas and programs, degrees and certificates, agenda items, budget, and providing maps of the district and campuses, a glossary, and acknowledgements. (YKH)

ED 413 954 JC 980 007

Schneider, Linda
Education for the 21st Century: Multidisciplinary General Education Liberal Arts Project in Science and the Humanities. Final Report: Fund for the Improvement of Postsecondary Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cooperative Learning; Critical Thinking; *Curriculum Development; *Faculty Development; Humanities Instruction; *Integrated Curriculum; Interdisciplinary Approach; Learning Strategies; *Liberal Arts; Science Instruction; Social Sciences; Teacher Workshops;

119 CECATI instructors participating in the seven EEP-96 courses, 60.5% were male and 15.7% had completed university degrees. Overall, 90% of the participants rated their course as excellent or good, while pre- and post-tests administered in four courses showed significant improvements. A brief description of a week-long exchange program held at SDCCD in spring 1997 is included, indicating that six courses were offered to 25 CECATI instructors and that evaluations were very positive. Appendixes provide the EEP-96 participant and instructor evaluation instruments, instructor responses, and a program budget for 1996-97. (BCY)

ED 413 972 JC 980 028

Armstrong, William B.; Lewis, Mary; Turingan, Maria; Neault, Lynn C.
Americans with Disabilities Act (ADA): City College Self-Evaluation Study.
PUB DATE- 97
NOTE- 26p.; Cover title varies: "...Self Evaluation Study (City College Findings)."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (For Disabled); Administrator Attitudes; Assistive Devices (For Disabled); Community Colleges; Compliance (Legal); *Disabilities; Employee Attitudes; *Focus Groups; *Program Effectiveness; School Surveys; Student Attitudes; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Americans with Disabilities Act 1990; *San Diego City College CA

In compliance with the 1990 Americans with Disabilities Act (ADA) and as part of an effort to evaluate staff development and disability education efforts, the colleges in California's San Diego Community College District undertook focus group evaluations of key campus constituents in fall 1997. At the district's San Diego City College, focus groups were held with students, disabled and not, administrators, faculty, and staff. Surveys were sent to potential participants prior to focus group dates to help stimulate discussion, which centered on perception of program access, program eligibility, classroom practices and curricula, access to computers and information technology, and employment accommodations, where appropriate. While in general participants felt that ADA provisions had been or will be accomplished, there were complaints about limited access to campus computer laboratories and walkways and ramps in need of repair. There was general consensus that a campus review should be conducted, and training was advocated to improve accommodation and access. (BCY)

ED 413 973 JC 980 029

Armstrong, William B.
The Educational, Fiscal, and Access Implications of the Fall Academic Calendar. The Report of the Academic Calendar Task Force.
PUB DATE- 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *College Planning; Community Colleges; Feasibility Studies; Organizational Change; *School

McCrea, James M.
Talking with Children and Teens about Alzheimer's Disease: A Question and Answer Guidebook for Parents, Teachers and Caregivers.
SPONS. AGENCY- Pennsylvania State Dept. of Aging, Harrisburg.
PUB DATE- 92
NOTE- 67p.; "With Beverly Americus, Victoria Cotrell, Beth L. Deely, Ruby Hord, Sally Newman, Sue Shupp, Mary Agnes Spampinato, Angela Conrad Staub, Trudy Wachs, Janet Wilson."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Alzheimers Disease; Elementary Education; *Family Relationship; *Frail Elderly; *Health Education; Intergenerational Programs; *Older Adults; Preschool Education; Special Health Problems
IDENTIFIERS- Adolescent Attitudes; *Questions

Professionals in the fields of nursing, education, health care, recreation, and social work, who specialize in dealing with Alzheimer's disease, wrote answers to questions collected from discussion sessions held at four Pennsylvania elder facilities and made suggestions for talking to young people about the disease and its impact. This guidebook presents those answers to commonly asked questions to help parents, teachers, and caregivers address issues pertaining to Alzheimer's disease. The questions are grouped into seven categories: (1) discussing Alzheimer's disease with preschool and school-age children; (2) dealing with questions about personality changes; (3) raising awareness of Alzheimer's; (4) coping with behaviors such as dress and personal hygiene, physical and verbal behavior; (5) understanding memory loss; (6) responding to the Alzheimer's adult, and discussing issues such as fear embarrassment, resentment, compassion and empathy; and (7) social interactions, such as involvement and relationship with the Alzheimer's adult. In addition to the questions and answers, the guidebook describes recommended intergenerational activities which can be used with Alzheimer's adults either in a group or one-on-one. Finally, the guidebook provides an annotated bibliography of books for children and youth, preschool to 12th grade, relating to Alzheimer's disease, as well as videos and media information. (Contains 66 references.) (AA)

ED 413 991 PS 025 588

Newman, Sally M.; Vander Ven, Karen; Ward, Christopher R.
The Productive Employment of Older Adults in Child Care. Practitioner's Manual.
SPONS. AGENCY- Florence V. Burden Foundation, New York, NY.
PUB DATE- 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Development; Adult Vocational Education; Career Development; *Child Care Occupations; *Child Caregivers; *Day Care; Early Childhood Education; Employment Practices; *Intergenerational Programs; Job Training; Middle Aged Adults;

preschool children. Perceptions were examined from one parent and two caregivers for each of seven children. Aspects of the child's perceived personality and response to learning were also investigated, as were the expectations and judgments brought to the situation by each adult. In addition, perceptions of the home-preschool situation and its impact on the child were studied. The results were analyzed in terms of each child and the triad of adults related to him or her, with a particular focus on the child with the highest score on the First Step Screening test, a child who scored just above average, and the child with the lowest score. Issues relating to negative attributions of a child's ability based on test scores became evident. The results raise important questions about how children are perceived and, more particularly, what kind of attributions are made when children are thought to be having difficulties with aspects of their learning and development. The significance of this issue is that if difficulties are attributed to the wrong causes, there is less likelihood of them being properly understood and appropriately supported. (JPB)

ED 414 009   PS 025 891

Improving the Health Status of Children. Hearing on Examining Proposals To Improve the Health Status of Children, Including S. 435 and S. 525, Focusing on Pediatric Care, Public Health, Mental Health, and Substance Abuse Issues. Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Child Advocacy; *Child Health; Child Welfare; Childhood Needs; Children; Dental Health; Diseases; Health Insurance; *Health Needs; Health Programs; Health Promotion; Health Services; Hearings; *Mental Health; Pediatrics; *Physical Health; Prenatal Care; Preventive Medicine; *Substance Abuse
IDENTIFIERS- Congress 105th

These hearings transcripts present testimony before the Senate Committee on Labor and Human Resources to address the question of how to improve the health care status of American children. The hearings addressed a range of issues relating to children's health from witnesses with expertise in pediatric care, public health, mental health, and substance abuse. Each witness addressed the following four questions: (1) "What are the health-related needs of children that we should work to fulfill?"; (2) "How can we better address children's health needs through improvements to federally-funded public health programs?"; (3) "How do you propose we address the problem of ensuring health coverage to children who are currently uninsured, and what should be the Federal role in that endeavor?"; and (4) "How might we encourage the private sector to participate in partnerships with our Government and community organizations to address the needs of children?" Specific child health issues addressed by a variety of witnesses included pediatric illness, children not covered by health insurance, quality care, substance abuse, care delivery systems, child and adolescent psychiatric services, oral health, and prenatal care. Speakers included Senators Orrin G. Hatch (Utah), Edward M. Kennedy (Massachusetts) and Barbara A. Mikulski (Maryland); Secretary of Health and Human Services victim about his or her feelings; (2) convening a meeting with people involved, including bystanders and others in collusion with the behavior; (3) explaining the problem to the group, focusing on the victim's feeling and not allocating blame; (4) sharing responsibility through the teacher's statement that she/he knows that the group is responsible and can take action; (5) asking the group for suggestions to help the victim feel better; (6) giving responsibility for solving the problem to the group; and (7) meeting with the group again, including the victim, to monitor bullying and keep the students involved. Evaluation of this intervention in three studies indicates that the no-blame approach was successful at the primary and secondary level. (Contains 12 references.) (KB)

ED 414 029   PS 025 993

Rice, Judith Anne
Let's Party! How To Plan Special Events and Raise Money in Early Childhood Programs.
PUB DATE- 97
NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Programs; Class Activities; Day Care; *Day Care Centers; Early Childhood Education; Financial Support; *Fund Raising; *Nursery Schools; Preschool Education; *Resource Materials
IDENTIFIERS- *Special Events

This guide for early childhood program administrators provides guidelines and makes suggestions for planning special events to facilitate opportunities for parents, children, teachers, and organizations to connect in ways that strengthen individuals and communities and raise money for the organization. Part 1, "Planning," focuses on organization, scheduling, fundraising, public relations, invitations, activities, attire, decorations, entertainment, food, and rentals necessary for the special event. Parts 2 through 5 provide guidelines for special events appropriate for each season. Each special events section includes a brief description of an event, and some of the following, if appropriate, for the event: activities for participants, decorations, entertainment, refreshments, sample invitations, books, and attire. Sample autumn events are a family fun and information fair, a peacemaker gathering, and a pajama party. Winter events include a winter getaway, meet the artist, a father and child event, parent makeovers, and a purple crayon party. Spring events include an Arbor Day celebration, nature hikes, and a green-eggs-and-ham brunch. Summer events include an insect extravaganza and a tool-time party. The book concludes with reproducible forms and invitations to be used with the special events described in this book. (KB)

ED 414 030   PS 025 999

Shuell, Julie; Hanna, Jeff; Oterlei, Jannell; Kariger, Patricia
The Personal Responsibility and Work Opportunity Act of 1996: What Welfare Reform Means for Head Start.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English

NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Culturally Relevant Education; Educational Environment; *Educational Innovation; Foreign Countries; Parent Participation; Parent School Relationship; *Preschool Education; *Primary Education; *Public Schools; School Community Relationship
IDENTIFIERS- *Bodh Approach; Community Based Education; India (Jaipur); Learning Environments; Play Learning; *Program Adaptation

The Bodh approach to primary education in India focuses on community and parental involvement, including home visits by teachers, training of community women to be para-teachers for preschools, and parent-teacher meetings. The curriculum is activity-oriented, incorporates a flexible age/grade matrix, and includes culturally relevant experiences. Planning and documentation include annual teacher planning workshops, daily teacher journals, and frequent training workshops. This project adapted the Bodh educational approach for selected Indian government primary schools, provided training to government teachers, and developed a teachers' initiative to design, develop, and implement the curriculum. The project conducted action research to document the efforts. Findings indicated that teacher turnover was high due primarily to marriage and family needs. The preschool program has effectively used community-based human resources and has fulfilled the project objective of implementing a low-cost, community-based preschool in urban slums. The curriculum has made good use of traditional languages/dialects, games, songs, and stories. A locally appropriate training approach respects the needs of teacher trainees. Implementation of the program in 10 government schools is in the pilot phase--agreements have been reached with the government officials, teachers have been recruited and trained, and the program has been started in two classes. The program is being adapted for the government school environment and has involved working with several levels of bureaucracy to gain allies to break down resistance to change. (Includes recommendations regarding Bodh initiatives, the slum schools, the adoption program, Bodh as an organization, training, and necessary research studies.) (KB)

ED 414 049 PS 026 025

Ybarra, Gabriel; Passman, Richard H.; Eisenberg, Carl S. L.
Security Blanket or Mother: Which Benefits Linus during Pediatric Examinations?
PUB DATE- 97
NOTE- 8p.; Paper presented at the American Psychological Association Annual Conference (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Emotional Response; *Medical Evaluation; *Mothers; Parent Child Relationship; *Security (Psychology); *Toddlers
IDENTIFIERS- Emotional Distress; Object Relations; *Security Blankets

This study compared the degree to which young children were placated during a standard medical evaluation by the presence of their mother, blanket, mother plus blanket, or no supportive resource directory for students, and the incorporation of the project strategy into the public school's curriculum for parenting classes. (Forty-four appendices include various program materials and survey forms and results. Contains 23 references.) (Author/EV)

ED 414 066 PS 026 064

Payne, Lauren Murphy; Rohling, Claudia
We Can Get Along: A Child's Book of Choices and Leader's Guide.
PUB DATE- 97
NOTE- 88p.; Illustrated by Claudia Rohling.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Altruism; Child Responsibility; Childrens Literature; Conflict Resolution; Early Childhood Education; Interpersonal Competence; Leaders Guides; Peer Relationship; *Prosocial Behavior; *Young Children

Conflict is a part of life for all people, and children can be taught how to deal effectively with conflict, not how to avoid it. This children's book and companion leader's guide emphasize kindness, respect, tolerance and responsibility in order to help children learn peaceful behaviors and make positive choices in their relationships with others. In simple, affirming words and colorful illustrations, the children's book teaches skills such as "think before you speak or act"; "treat others the way you want to be treated"; "there is always an alternative to hurting someone back"; and "you can use your own feelings as a guide when relating to others." The leader's guide offers a complete introductory course on conflict resolution and choice making for young children. Fifteen lessons reinforce the ideas presented in the picture book with activities and simple discussion questions; special Home Handouts encourage parents and caregivers to reinforce the concepts and skills their children are learning; letters to parents and caregivers help leaders communicate about the course; and two reading lists, one for children and one for adults, point the way toward additional resources. (EV)

ED 414 067 PS 026 065

Link, Geoffrey; Beggs, Marjorie; Seiderman, Ethel
Serving Families.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Day Care Centers; Early Childhood Education; *Family Programs; Integrated Services; Program Descriptions; Program Implementation
IDENTIFIERS- Center Based Programs; *Family Resource and Support Programs; Family Support; *Parent Services Project CA; Program Characteristics

Parent Services Project (PSP), the first comprehensive program of resources and mental health activities for parents offered at child care centers in the San Francisco Bay Area (California), has expanded to centers in six states, serving over 19,000 care for children with and without disabilities within the same setting, there is a greater need for tested and workable approaches to provision of such care. Based on a developmental-ecological model of care and early intervention, this book is a resource for practitioners providing infant and toddler care in inclusive settings and a training guide for students and beginning teachers. Chapter 1 of the guide, "A Developmental-Ecological Approach to Inclusive Infant-Toddler Care," outlines infants' and toddlers' psychological tasks and describes how the approach helps with those tasks. Chapter 2, "Child Care as a Setting for Early Intervention," focuses on potential benefits of merging the child care and early intervention systems. Chapter 3, "Parents as Partners," concerns ways to communicate with and involve parents and help families help their children. Chapter 4, "Organizing Inclusive Infant-Toddler Care," describes a plan for operating inclusive full-day infant-toddler care programs. Chapter 5, "Exploration and Experience," describes how to organize experience and exploration to facilitate learning. Chapter 6, "Responsive Teaching Techniques for Infants and Toddlers," presents responsive teaching techniques and suggestions for facilitating inclusion. Chapter 7, "Responsive Guidance for Infants and Toddlers," suggests ways to deal with troublesome and frustrating situations. Chapter 8, "Food and Nutrition," discusses organizational strategies for feeding groups of children and meeting nutritional requirements. Chapter 9, "Diapering and Toilet Training," concerns organization of these repetitive tasks, including working with families on toilet training. Chapter 10, "Transitions," addresses how to facilitate common transitions during the day, such as arrival and departure, and nap time. Chapter 11, "Administering Inclusive Infant-Toddler Care," highlights a supportive administrative structure, and training and supervision techniques. Chapter 12, "Evaluating Quality in Inclusive Infant-Toddler Care," discusses program evaluation methods. Four appendices include sample play activities for inclusive infant and toddler care, and planning and recording forms. Contains 70 references. (Author/KB)

ED 414 084 PS 026 097

Dickinson, Thomas S., Ed.; Erb, Thomas O., Ed.
We Gain More Than We Give: Teaming in Middle Schools.
PUB DATE- 97
NOTE- 555p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Inclusive Schools; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Leaders; Mainstreaming; *Middle Schools; Parent Attitudes; Personal Narratives; *School Administration; Student Attitudes; *Team Teaching; *Teamwork; Whole Language Approach
IDENTIFIERS- Middle School Students; *Middle School Teachers

Despite increases in the number of middle school using interdisciplinary team teaching, many are struggling to articulate a clear defense of their teaming work in light of confounding and conflicting public demands. This compilation examines teaming in middle schools--its characteristics, knowledge base, current concerns and future adaptations. The chapters are: (1) "Pushing Humpty off the Wall: Stories for a New Age of Teaming" (Dickinson), relating teaming to five significant concepts that help define the potential of teaming; (2) "Thirty Years of Attempting to Fathom Teaming" (Erb); (3)

Patterns; Ethnic Bias; *Ethnic Distribution; Family Characteristics; Family Income; Human Geography; Mexican American History; *Mexican Americans; Poverty; Socioeconomic Status; Tables (Data)
IDENTIFIERS- *Latinos; *Nebraska; United States (Midwest)

This statistical brief provides an overview of Latino history in Nebraska and includes data tables that compare Latinos with other population groups in Nebraska and with Latinos in other parts of the Midwest. The first Europeans in the Midwest were Spanish, but they later abandoned their Midwest colonies, and today the Latinos in Nebraska are primarily of Mexican origin. The Mexican Revolution stimulated the flow of Mexicans to Nebraska in the early 1900s, where they found work in railroads, packing industries, and farming. Since the Immigration Reform and Control Act of 1986, Latino population has grown to 2.3 percent of Nebraska's population, and since 1980 the Latino population has increased 32 percent, compared to an 18 percent increase for African Americans, and a 1 percent decrease for Whites. More Nebraska Latinos have 8 or less years of schooling than Whites or Blacks. Latinos leave school earlier than do Whites or Blacks; many leave to contribute to family income. Male and female Hispanics have higher labor force participation than Whites or Blacks, and have unemployment rates higher than Whites but lower than Blacks. Latinos tend to hold lower-paying jobs, partly due to educational attainment, but also to limited English fluency, bias, and discrimination. Median household income for Nebraska Hispanics is below the Midwest Hispanic income, and has deteriorated over the last 10 years. Hispanic poor families have increased between 1980 and 1990, while White poor families have decreased. (Contains 12 references.) (TD)

ED 414 101 RC 021 181

Aponte, Robert; Siles, Marcelo E.
Winds of Change: Latinos in the Heartland and the Nation. JSRI Statistical Brief No. 5.
PUB DATE- 97
NOTE- 24p.; Some figures may not reproduce adequately. For an earlier related report, see RC 021 186.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Demography; Economic Change; *Educational Attainment; Employment Patterns; *Ethnic Distribution; Family Income; High School Graduates; High Schools; Human Geography; Meat Packing Industry; *Mexican Americans; Population Growth; *Poverty; Rural Population; Socioeconomic Status
IDENTIFIERS- Illinois (Chicago Metropolitan Area); *Latinos; *United States (Midwest)

This statistical brief provides a follow-up assessment of the changing demographic and economic landscape of the Midwest between 1980 and 1990. Latino population growth in the Midwest during the 1980s was modest, but since the region's other groups experienced minimal or negative growth, Latino growth accounted for over half the Midwest's total population growth. The bulk of Latino population growth was in the Chicago metropolitan area and was overwhelmingly due to Mexican immigration. Latinos sustained a significant decrease in real income and a correspondingly significant increase in poverty during the decade, while the region's Whites experienced a more moderate economic decline, and Blacks sustained a devastating blow. The Midwest suffered a severe economic setback during the

This book includes studies of globalization-related social changes in rural areas of the United States and other countries and implications of these studies for sociological theory. Although no chapter focuses exclusively on education, education-related themes include rural school dropouts and intergenerational poverty, the migration of rural youth to urban areas in search of employment and opportunity, relating rural poverty to human capital (educational attainment) versus structural factors, rural occupational change and its effects on rural families, the effects of rural population growth on school systems, migration patterns of school-leavers in Ireland, and community identity as a factor in rural development. Chapters are: (1) "Introduction" (Nan E. Johnson); (2) "The Poor in Nonmetropolitan America" (William P. O'Hare); (3) "Mechanization in the Western Upper Peninsula Pulp-Logging Industry" (Jon H. Rieger); (4) "Development, Women's Work, and Economic Inequality in Rural Taiwan" (Rita S. Gallin); (5) "Inequality and the Emergence of Nonfarm Employment in Rwanda" (Daniel C. Clay, Theobald Kampayana, Jean Kayitsinga); (6) "Social and Economic Transformation in a Greek Farming Village" (George A. Daoutopoulos); (7) "Recent Population Change in Michigan's Metropolitan and Nonmetropolitan Areas" (Ching-li Wang); (8) "The Transmission of Information Regarding Population Change in a Rural County" (Richard W. Rathge); (9) "Fatal Farm Accidents in Michigan: Implications for Research and Policy" (Nan E. Johnson); (10) "Irish Rural-Urban Migration: Post-1960 Changes" (Damian F. Hannan); (11) "Changing Rural Communities: Reconstructing the Local Economy of a Nonmetropolitan Community" (Marilyn W. Aronoff); (12) "Social Change and Dress among the Kalabari of Nigeria" (Joanne Bubolz Eicher); and (13) "The Call of the Sugar Cane: Agricultural Change, Cooperative-Capitalism, and Migrants in Northwestern Uruguay" (Gaston J. Labadie). Contains references in each chapter. (SV)

ED 414 118 RC 021 256

Dunning, Paula
Education in Canada: An Overview.
PUB DATE- 97
NOTE- 120p.; Also available in French as "L'education au Canada: vue d'ensemble."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; American Indian Education; Colleges; *Educational Practices; Educational Trends; *Elementary Secondary Education; Financial Support; Foreign Countries; Governance; *Higher Education; *Preschool Education; Private Schools; *Public Schools; Teachers; Vocational Education
IDENTIFIERS- *Canada

This reference book provides a basic understanding of how education works in Canada, from preschool to adult education. Chapter 1 examines Canada's elementary and secondary schools and covers: (1) decision making for public schools (roles and responsibilities of provincial, local, and federal governments); (2) paying for public education (revenue sources and allocation, public funding of "separate" religious schools, summaries of governance and finance for each province); (3) a profile of Canada's schools (student population, graduation rates, preschool programs, school organization, school day and year, textbooks and materials, elementary schools, secondary schools, diploma requirements for each province, bilingual education, language instruction for immigrant students, stay outdoor education program. The program is located at Timbertop, a coeducational school in a wilderness setting that serves the entire Year 9 student population (average age 14-15) of Geelong, Victoria, Australia. While totally immersed in an isolated spartan setting, the students engage in outdoor education while simultaneously maintaining a normal Year 9 academic curriculum. Students are assigned to self-contained living quarters of 15-16 students, are totally responsible for domestic chores and maintenance, and are denied access to telephones and television. Parents are permitted to visit every 10 weeks. The research project administered various questionnaires and interviews to students, parents, and teachers before, during, and after program attendance and at 12-month followup. These measures examined autonomy, interpersonal relationships, social responsibility, health and physical aptitude, environmental sensitivity, academic and cultural achievement, appropriateness of curriculum, teaching quality, and school spirit. Timbertop provides a unique comparison of male and female students since the curriculum is presented in a gender-neutral fashion. Evidence suggests that girls were successful and were more positive than boys toward social and personal dimensions of the experience. Contains 34 references. Research results are not included. (SV)

ED 414 135 RC 021 281

Grundeen, Brenda
Hamsters?! What Does 4-H Stand for, Anyway?
PUB DATE- 97
NOTE- 8p.; In: Deeply Rooted, Branching Out, 1972-1997. Conference Proceedings: Annual AEE International Conference; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Adolescent Development; *Child Development; Educational Principles; *Experiential Learning; Models; Nonformal Education; Participation; *Youth Programs
IDENTIFIERS- Youth Participation; *4 H Clubs

This paper briefly traces the history of 4-H youth development programs, explains what youth development is, and shows how the experiential learning model is used in 4-H. Begun over 75 years ago as a means of extending the learning of the land-grant university to rural youth, 4-H is part of the Cooperative Extension Service. The curriculum includes research-based information put into a hands-on format and used by adults and older youth to teach life skills to other youth. The targeted audience includes all youth aged 5-19, their families, and other adult community members. As a youth development organization, 4-H helps boys and girls to build life skills and develop their capacities in positive ways. Sometimes classified as nonformal education, youth development is an organized, systematic approach that happens outside of regular school. Prominent characteristics are voluntary participation of youth and adults, organizational goals related to local agenda, recognition of achievement and growth, and experiential teaching of life skills. The 4-H experiential learning model includes five steps: experience the activity (do it), share the results, analyze and reflect on the experience, generalize to the real world, and apply what was learned to another situation. The healthy development of youth involves eight key components, which also enhance learning experiences. These

This guide is designed to accompany ESPN's SportsFigures video segments which were created to enhance the interest and learning progress of high school students in mathematics, physics, and physical science. Using actual, re-enacted, or staged events, the problems presented in each of the 16 Sports Figures segments illustrate the relationship between a sports situation and the related mathematical or physics principle. Lesson plans include descriptive sections on academic topics, academic courses, athletic activity, problem background, methodology, lesson extensions, and worksheets. The lessons are related to topics on basic statistics, percent, averages, rates, gravitational potential energy, force, velocity, acceleration, torque, Newton's laws, center of gravity, energy, standing waves, pressure, density, aerodynamics, molecules, and basic geometry. Contains an answer key. (DDR)

ED 414 154 SE 060 587

Dubinsky, Ed, Ed.; Mathews, David, Ed.; Reynolds, Barbara E., Ed.
Readings in Cooperative Learning for Undergraduate Mathematics. MAA Notes No. 44.
PUB DATE- 97
NOTE- 300p.; MAA Notes No. 44.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constructivism (Learning); *Cooperative Learning; Educational Strategies; Grouping (Instructional Purposes); Higher Education; *Mathematics Instruction; Professional Development; *Undergraduate Study

Seventeen papers that relate to the use of cooperative learning activities in undergraduate mathematics courses are contained within this collection. Papers were selected by the staff of Project CLUME (Cooperative Learning in Undergraduate Mathematics Education) and organized into categories pertaining to constructivism and the teachers' role, research and effectiveness, and implementation issues. Each paper is preceded by comments prepared by respected professionals in the field of undergraduate mathematics, and each poses some questions that may be helpful in initiating discussion of the article and its implications for practice. Papers include: "Teachers and Learning Groups: Dissolution of the Atlas Complex (Finkel and Monk); "Reducing Student Costs & Enhancing Student Learning (Part II), Restructuring the Role of Faculty" (Guskin); "Collaborative Learning: Shared Inquiry as a Process of Reform" (MacGregor); "A Framework for Research and Curriculum Development in Undergraduate Mathematics Education" (Asiala, Brown, DeVries, Dubinsky, Mathews, and Thomas); "Small-Group Learning and Teaching in Mathematics--A Selective Review of the Research" (Davidson); "When Does Cooperative Learning Increase Student Achievement?" (Slavin); "The Controversy Over Group Rewards in Cooperative Classrooms" (Graves); "Do Students Learn More in Heterogeneous or Homogeneous Groups?" (Good and Marshall); "Within-Class Grouping: A Meta-Analysis" (Lou, Abrami, Spence, Poulsen, Chambers, d'Apollonia); "Restructuring the Classroom: Conditions for Productive Small Groups" (Cohen); "Teaching Problem Solving through Cooperative Grouping (Part I): Group Versus Individual Problem Solving" (Heller, Keith, Anderson); "Learning the Concept of Inverse Functions in a Group Versus Individual Environment" (Vidakovic); "Social Skills for Successful Group Work" (Johnson and Johnson); "Teaching Problem Solving through Cooperative Grouping (Part 2): Designing Problems and Structure Groups" (Heller and discusses variations by field or sector of items such as unemployment rates, involuntarily working outside of field, percentage in tenure track positions, and salaries. (Author/DKM)

ED 414 174 SE 060 886

Simich-Dudgeon, Carmen; Jeng, Ifeng
A Descriptive Study of the Mathematics Performance of Hispanic and Asian Youth in the 1992 Trial State Assessment.
PUB DATE- 95
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Asian Americans; *Cross Cultural Studies; Educational Technology; Elementary Secondary Education; Ethnic Studies; Ethnicity; *Hispanic Americans; *Mathematics Achievement; Problem Solving; School Attitudes; Sex Differences; *Student Attitudes; Student Evaluation
IDENTIFIERS- Mathematical Communication; National Assessment of Educational Progress; Trial State Assessment (NAEP)

In 1992, the U.S. Department of Education, through its National Assessment of Educational Progress (NAEP), surveyed the mathematics performance of approximately 250,000 students through two comprehensive surveys: (1) the National Assessment and (2) Trial State Assessment. The National assessment surveyed approximately 26,000 fourth, eighth, and twelfth grade students attending public and private schools. The Trial State Assessment included a representative sample of approximately 220,000 fourth and eighth grade students attending public schools in 44 states. The sample also contained 25,000 students of Hispanic and Asian origin. The purpose of this study is to compare the background characteristics and the mathematics performance of the fourth and eighth grade Hispanic and Asian students that participated in the 1992 NAEP Trial State Assessment and to determine how their mathematics performance varies as a function of their demographic characteristics, English competence, school-related attitudes, and school behaviors. Appendices list the variables selected for descriptive analysis, variables selected for multiple regression analysis, and procedures related to analysis. Contains 17 references. (ASK)

ED 414 175 SE 060 887

Simich-Dudgeon, Carmen
Ethnicity, Gender, Attitudes and Mathematics Achievement: The 1992 NAEP Trial State Assessment.
PUB DATE- 96
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Asian Americans; Cross Cultural Studies; Elementary Secondary Education; Ethnic Studies; *Ethnicity; Hispanic Americans; *Mathematics Achievement; Mathematics Education; *Sex Differences; *Student Attitudes; Student Evaluation
IDENTIFIERS- National Assessment of Educational Progress; Trial

Mastering Challenging Mathematics by the End of Eighth Grade.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algebra; Elementary Education; Foreign Countries; Geometry; *Mathematical Aptitude; *Mathematical Logic; Mathematics Education; *Mathematics Skills; *Minimum Competencies; *Resource Materials; Thinking Skills
IDENTIFIERS- Third International Mathematics and Science Study

According to the Third International Mathematics and Science Study (TIMSS) which compared student performance in mathematics and science in 41 countries in 1995, fourth grade students in the United States perform only slightly above the international average in mathematics. The study showed that most U.S. students are mastering basic arithmetic; however, TIMMS found that U.S. eighth grade students perform below the international average in mathematics. The U.S. was the only country in TIMMS whose students dropped from above average in fourth grade to below average in eighth grade. It is suggested that between grades four and eight, U.S. students need to progress to more advanced mathematics like the students in top-performing countries. This pamphlet includes examples of two challenging mathematics problems that U.S. students did poorly on. In the global economy of the Information Age, students will need to master the basic and advanced mathematics. Students taking algebra, geometry, and other advanced courses in high school are more likely to go to college regardless of their families' income level. Other findings indicate that one out of three job applicants lacks the reading or math skills required for a job and that approximately 90% of new jobs created require more than a high school level of literacy and math skills. Information on the complete TIMSS Resource Kit is also included. (AIM)

ED 414 194 SE 060 980

Ayers, Jerry B., Ed.; Olberding, April H., Ed.
Ideas and Activities for Recycling Education for Grades K-12.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 97
NOTE- 80p.; Prepared by 15 students of the Environmental Protection Agency sponsored program entitled "Plastics Recycling Mini-Course: A Learning Experience for Science Teachers" (names listed on page 4).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation Education; Consumer Education; Elementary Secondary Education; Environmental Education; Hands on Science; Instructional Materials; *Interdisciplinary Approach; *Learning Activities; Mathematics Education; Natural Resources; *Plastics; Polymers; *Recycling; Science Education; Technology Education; Waste Disposal
IDENTIFIERS- Composting; Environmental Ethics

In June 1997, Tennessee Technological University's Center for Manufacturing Research conducted a one-week program on plastics recycling for science teachers. The purpose of the program was to increase the teachers' basic knowledge about the importance of recycling plastics and to better prepare the teachers for

(052)
DESCRIPTORS- *American Indian Culture; *American Indian History; American Indian Literature; *American Indians; *Clothing Design; Culture; Elementary Education; Folk Culture; Interdisciplinary Approach; Legends; Mythology; Social Studies; Teaching Guides; United States History
IDENTIFIERS- *Native Americans

This book offers opportunities for children to discover how the ideals, beliefs, and geographic surroundings of the various Native American tribes shaped their everyday customs. The hands-on individual and group projects are intended to inspire a historical understanding of each tribe. Each chapter provides background information on each group of Native Americans, a retelling of tribal legend, directions for group and individual projects, and a bibliography for additional resources. Also included are reproducible pages showing traditional costumes from each tribe, along with tools and dwellings. The Native American groups addressed include those of: (1) the far North; (2) the Eastern Woodlands; (3) the Southeast; (4) the Great Plains; (5) the Northwest Coast; (6) California; and (7) the Southwest. (EH)

ED 414 213 SO 027 418

Beardsley, Rick
Preparing New Teachers for Teaching in a Multicultural Society: British Columbia.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Canadian Studies; Elementary Secondary Education; Foreign Countries; Higher Education; *Minority Group Teachers; Minority Groups; *Multicultural Education; North American Culture; *Preservice Teacher Education; Social Studies; *Teacher Education
IDENTIFIERS- British Columbia

This paper uses the ethno-cultural composition of the Canadian population and the framework of multicultural policies as a springboard for examining how a democratic state prepares new teachers for teaching in a multicultural society. The education community has come to accept multiculturalism as a foundation of Canadian identity, although there are different levels of understanding and different organizational positions. All stakeholders in the British Columbia (Canada) educational system have agreed that the recruitment of visible minority students to teaching rather than specific program offerings in teacher education is one significant way to address multiculturalism and race relations in the public education system. The paper is divided into the following sections: (1) Introduction; (2) "Multicultural Composition of Canada and British Columbia"; (3) "Multiculturalism in Policy"; (4) "Multiculturalism in Social Studies Curriculum: British Columbia"; (5) "Multiculturalism and Pre-service Teacher Education in British Columbia"; and (6) Conclusion. Contains a 21-item bibliography, and an appendix with 3 charts and 6 graphs depicting the dimensions of the Canadian population complete the paper. (EH)

ED 414 214 SO 027 538

Buckley, Susan Washburn

ED 414 236 SO 028 995

Isaacs, Harold R.
Power and Identity: Tribalism in World Politics. Headline Series No. 246.
PUB DATE- 79
NOTE- 84p.; A complete list of Headline Series Titles (with ERIC Accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ethnic Groups; Foreign Countries; *Foreign Policy; International Cooperation; International Organizations; International Programs; *International Relations; International Studies; Secondary Education; Social Studies; *Tribes; *World Affairs

This booklet examines modern foreign policy based on deep-seated complexities of historical, cultural, national, religious, and racial practices and beliefs. In examining current policy issues, 'the web of the past' creates the deeply subjective sources of political behavior shaping events and conflicts. Chapters include: (1) "The Hard and the Soft"; (2) "The New 'Body Counts'"; (3) "The Large Coherences"; (4) "Role of Group Identity"; (5) "Nationality: The Ultimate Group"; (6) "New Thresholds"; and (7) "Implications for Policy." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

ED 414 237 SO 028 996

Sewell, John W.; Mathieson, John A.
The Third World: Exploring U.S. Interests. Headline Series No. 259.
PUB DATE- 82
NOTE- 84p.; A complete list of Headline Series Titles (with ERIC Accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developing Nations; *Development; Foreign Countries; *Foreign Policy; International Cooperation; International Organizations; International Programs; *International Relations; International Studies; Secondary Education; Social Studies; *World Affairs
IDENTIFIERS- Africa; Asia; Latin America

This booklet examines the emergence of the so-called 'third world' of developing nations in the 1980s. The third world nations are widely diverse in history and culture, economic types of basic research. The paper concludes that qualitative research and action research are two separate entities with separate goals and methodologies and that both have their place in research. (Contains 24 references). (SM)

ED 414 256 SP 037 657

Monroe, Eula Ewing
Using Graphic Organizers To Teach Vocabulary: How Does Available Research Inform Mathematics Instruction?
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Concept Formation; Content Area Reading; *Elementary School Mathematics; Elementary School Students; Elementary Secondary Education; Fundamental Concepts; *Mathematics Instruction; *Secondary School Mathematics; Secondary School Students; Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Graphic Organizers

This study reviewed the literature on graphic organizers to investigate effective ways to teach the vocabulary of mathematics, noting that mathematics is recognized as the most difficult content area reading material. The literature indicates that effective use of graphic organizers can help develop conceptual understanding by promoting student involvement and emphasizing deep processing of words. Graphic organizers serve as retrieval cues for information and facilitate higher level thinking. Researchers have found graphic organizers particularly effective for teaching technical vocabulary, though their use may require an existing schema for the concept under study. One research study combined a discussion model for understanding new words (Frayer, Frederick & Klausmeier, 1969) with Concept of Definition (Schwartz, 1988), a graphic form with similar features. Researchers implemented this adapted model with fourth graders in a measurement unit. When tested against a definition-only model, it effectively increased the use of mathematical vocabulary in student writing. Four issues needing further study are: (1) which research designs provide the best information regarding the efficacy of graphic organizers in teaching mathematics vocabulary; (2) which graphic organizers effectively teach mathematics vocabulary; (3) how graphic organizers compare to other methods of teaching mathematics vocabulary at various grade levels; and (4) what strategies best help teachers incorporate the use of graphic organizers into their instruction. (Contains 17 references). (SM)

ED 414 257 SP 037 658

Hus, Linda A.; Bergeron, Bette
Portfolios and Program Assessment: Addressing the Challenges of Admission to a Pre-Service Program.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Elementary Secondary Education; Evaluation Methods; Higher Education; *Portfolio Assessment; Preservice Teacher Education; Program Evaluation; Selective Admission; *Student Teacher Evaluation; Student Teachers;

Teacher Education in the Asia-Pacific Region (Beijing, China, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Continuing Education; Educational Innovation; Educational Policy; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Foreign Countries; Government School Relationship; Higher Education; *Inservice Teacher Education; *Partnerships in Education; Preservice Teacher Education; Secondary School Teachers; Teacher Collaboration; *Teacher Improvement
IDENTIFIERS- *Australia

The emergence of globalization and its impact on knowledge, communications, economies, social structures, and institutions such as education is rapidly changing the context, content, and methods of teachers' work. Consequently, the continuing professional development of teachers, especially in Australia with its aging teacher force, is essential. Though preservice education is the focus of much effort regarding changing teacher professional behavior, its impact may be limited because new recruits constitute a very small percentage of the profession. To encourage professional development, the Australian government launched a program in 1993 to construct a national framework for providing professional development. The program offered a general component administered by the states and a strategic initiatives element to be allocated in accordance with Commonwealth Government priorities. A 1995 review of the program suggested it was fairly successful. One of the most successful components of the program, Innovative Links between Universities and Schools for Teacher Professional Development, linked schools and universities in a roundtable to develop collaborative teacher projects. Various related projects produced innovative ways of linking schools and communities productively. Australia is developing a support structure for professional development that balances the priorities of the government, schools, and universities. (Contains 14 references). (SM)

ED 414 276 SP 037 680

Kraft, Nancy P.; Billig, Shelley H.
Linking Title I and Service-Learning. A Model To Promote Authentic Teaching.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Constructivism (Learning); Disadvantaged Youth; Educational Innovation; Elementary School Students; Elementary Secondary Education; *High Risk Students; Low Income Groups; Peer Teaching; *Poverty; Secondary School Students; Self Esteem; *Service Learning; Student Attitudes; *Student Motivation
IDENTIFIERS- *Elementary Secondary Education Act Title I

To create a model linking Title I and service learning, researchers conducted: (1) focus groups with service learning and Title I practitioners to determine their understanding of practices promoting authentic learning for disadvantaged students; (2) a literature review on effective education for

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Exploration; Career Planning; Chi Square; Comparative Analysis; Grade 10; *High School Students; High Schools; *Interest Inventories; Norms; *Psychometrics; *Test Construction; Test Use; *Vocational Interests
IDENTIFIERS- *Forced Choice Items

In most interest inventories, a single stimulus item is presented and the respondent indicates a preference in terms of degree of like, dislike, or indifference. This approach provides normative scales with scores that may be compared with various group distributions. The forced choice of options adds to the score on the scale for option selected and lowers the possible score for the option not selected. The purpose of this study was to construct a career exploration inventory using forced choice items and to determine if the consistency and concurrent validity of scale scores could be enhanced. The Career Type Inventory (CTI) was constructed with an occupations list, a list of environmental activities associated with the occupations, and a list of learning activities associated with entering the occupations listed. The instrument was administered to 142 male and 208 female 10th graders. Results were compared to data from the Self-Directed Search (SDS) (J. Holland, 1994). Chi square analysis indicated that all distributions were significantly different from each other except for combined aspirations versus combined CTI scores. The combined CTI score distribution was also not significantly different from the expected population distribution. There were congruency mean differences between the CTI and SDS samples, so that it was difficult to compare them directly. The fact that male and combined CTI means were higher than their respective SDS means suggests that the psychometric structure of the CTI may have contributed to a closer relationship between scale scores and aspirations. One cannot tell if one inventory is superior to the other unless both are administered to the same representative group. (Contains four tables and six references.) (SLD)

ED 414 295 TM 027 741

The Fact Book 1996-97. A Statistical Handbook.
PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Ancillary School Services; Dropouts; *Educational Finance; Educational Trends; *Elementary Secondary Education; *Enrollment; Ethnic Groups; Expenditures; High School Graduates; Income; Institutional Characteristics; Private Schools; Public Schools; Racial Composition; *School Statistics; Special Education; *Student Characteristics; Tables (Data); *Teacher Characteristics; Trend Analysis; Vocational Education
IDENTIFIERS- *Maryland

This handbook presents statistics about public and private schools in Maryland in the 1996-97 school year. In 1996, Maryland schools had an average daily membership of 800,610.4 students, with an average daily attendance of 747,468.4 students. These students, who attended 1,284 public schools and 1,105 nonpublic schools, were served by 88,465 full-time equivalent staff members. Of these, 62,500 were considered instructional staff. Nearly 70% of these teachers had an advanced professional certificate. Overall, the state's teachers had an average salary of $41,257. The first table provided to organize and conduct an assessment that will collect papers from so many students and return valid scores. The quality of scoring must be improved to assure that scores are valid for the intended uses of rating the performance of individual students, providing feedback to teachers and schools, and allowing comparison of groups for local, state, and federal program evaluation. In addition, the process of developing prompts must be regularized so that prompts can be tested with Alaska students. The six-trait scoring guide is attached. (SLD)

ED 414 313 TM 027 789

Fenton, Ray
Anchorage School District Profile of Performance 1996-97. Assessment and Evaluation Report #97-3.
PUB DATE- 97
NOTE- 453p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Ethnicity; Low Income Groups; Minority Groups; Norm Referenced Tests; Parent Attitudes; *Profiles; Racial Differences; *School Districts; Student Attitudes; *Student Characteristics; Tables (Data); Teacher Attitudes; Teacher Characteristics; Test Results; Urban Schools
IDENTIFIERS- *Anchorage School District AK; California Achievement Tests; Educational Indicators

This report focuses on student achievement across the Anchorage (Alaska) school district and within its individual programs. It does not include information on the social and physical wellness of the district's students. The first section of the report provides an overview of district performance on critical achievement indicators, and the second section examines the districtwide performance of students by their ethnic group membership. A third section explores the satisfaction of students, parents, and staff with Anchorage programs, and the fourth section presents profiles for each school in the district with information on staff and student characteristics as well as achievement. The 1996-97 school year saw more than 47,900 students enrolled at the beginning of the school year. Anchorage is a district characterized by mobility. One in five students entered or left one or more district schools during the school year. Three of 10 elementary school students in the district were eligible for subsidized lunches due to low income. The primary measure of academic achievement in 1996-97 was a norm-referenced test of basic skills, the California Achievement Tests (CAT), which were the required measure for the state's student assessment program. Overall, the performance of Anchorage students in reading, language arts, and mathematics, was above the national average on the CAT, as it has been consistently. There was considerable disparity among ethnic groups on the academic and economic indicators in this report. Minority students had lower test scores on average, and were twice as likely to be from low-income families. Detailed information is given about the performance of racial and ethnic groups and the performance of students in particular programs. (Contains 193 tables.) (SLD)

ED 414 314 TM 027 790

Clements, Barbara S.; Blank, Rolf K.

norm-referenced, rather than criterion-referenced tests. The following chapters provide information about what test scores really mean: (1) "Learning about Test Scores"; (2) "Basic Attributes of the Test" (validity, reliability, and usability); (3) "The Language of Testing"; (4) "What's New in Testing Today?"; (5) "Social Responsibility and Testing"; (6) "A Few Statistics"; (7) "Information about Tests"; (8) "Derived Scores"; (9) "Test Profiles"; (10) "Don't Forget Common Sense"; (11) "What Can We Say"; and (12) "Closing Remarks." An appendix includes a glossary of terms, a list of test publishers, a bibliography, a code of professional responsibilities in educational measurement, and a score conversion table. (Contains 37 references.) (SLD)

ED 414 332 TM 027 863

Patsula, Liane N.; Pashley, Peter J.
Pretest Item Analyses Using Polynomial Logistic Regression: An Approach to Small Sample Calibration Problems Associated with Computerized Adaptive Testing.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; *Computer Assisted Testing; *Item Banks; Item Response Theory; *Pretesting; *Sample Size; *Test Items
IDENTIFIERS- Calibration; Large Scale Assessment; Large Scale Programs; *Logistic Regression; Polynomial Regression Models

Many large-scale testing programs routinely pretest new items alongside operational (or scored) items to determine their empirical characteristics. If these pretest items pass certain statistical criteria, they are placed into an operational item pool; otherwise they are edited and re-pretested or simply discarded. In these situations, reliable ability estimates are usually available for each examinee based on operational items, and they may be treated as fixed. If so, polynomial (in ability, theta) logistic regression analyses can be conducted using a variety of statistical software packages. In this study, a cubic logistic model (theta, theta-2, theta-3) was found to fit standard three-parameter (i.e. discrimination, difficulty, and lower asymptote) logistic item response theory (IRT) model items very well. When employing a polynomial logistic model, well-known selection routines (such as stepwise elimination) can be utilized to reduce the number of required parameters for certain items, thus reducing the sample sizes needed for reliable estimation. With this model, simultaneous confidence bands are easily calculated. As an added benefit, given that a polynomial logistic function is not necessarily monotonically increasing with ability, poor quality items and incorrect alternative responses can also be fit using the same estimation procedures. (Contains 19 figures, 4 tables, and 22 references.) (Author/SLD)

ED 414 333 TM 027 865

Patsula, Liane N.; Gessaroli, Marc E.
A Comparison of Item Parameter Estimates and ICCs Produced with TESTGRAF and BILOG under Different Test Lengths and Sample Sizes.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Botany; *Females; Higher Education; History; Horticulture; Library Collection Development; *Library Collections; Library Cooperation; *Library Research; Online Catalogs; Reference Materials; *Science Libraries; State Colleges
IDENTIFIERS- Historical Research; Ohio State University; OhioLINK; Scholarly Writing; *Women in Science

Evaluating library collections by comparing them to bibliographies has a long history in research libraries. This evaluative study examined all 107 titles within the "Women in Botany" section of the Herbarium Library at The Ohio State University (OSU). The Herbarium is not part of the OSU Library system, but functions as a satellite to the Biological Sciences and Pharmacy Library. The bibliographies of five recently (1993-1996) published scholarly works on the history of women in botany and science were compared to these titles for the purpose of determining if historical research in the history of women in botany and science could be supported by this collection. Herbarium titles accounted for less than 5% of the titles found in any of the five test bibliographies; therefore, this collection would not have supported the historical research of these five works. The bibliography with the most matches and the bibliography with the least matches were searched online in OHIOLINK to compare the relative strengths of the Herbarium collection against those of The Ohio State University, Bowling Green State University, and the University of Cincinnati. The results show that the Herbarium is very weak when compared to any of the three collections. Lists of herbarium titles found in the five test bibliographies and herbarium titles not found in OHIOLINK are appended. (Contains 17 references.) (Author/SWC)

ED 413 897 IR 056 727

Reber, Janine L.
Professional or Academic Status for Academic Librarians: A Survey of Faculty and Staff in Three Ohio Universities.
PUB DATE- 97
NOTE- 40p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Academic Rank (Professional); Committees; Educational Trends; Faculty Promotion; Faculty Publishing; Higher Education; Librarians; Library Administration; Library Instruction; *Library Personnel; Library Surveys; Teaching (Occupation); Tenure; Writing for Publication
IDENTIFIERS- Ohio

A survey of current academic librarians at three Ohio universities was created to determine satisfaction in the faculty status structure followed by universities and colleges in the United States. The purpose was to determine if there is a desire for a professional status--between the levels of clerical and faculty--which requires an MLS but does not require other duties common in a faculty position such as committee membership, research, and teaching. Though not generalizable to the entire profession, this survey provides information about the desires of those in the field in light of

Standards and guidelines are grouped by legal population service size. The report includes a definition of public library standards, a list of regional library service system contacts, and has standards and guidelines covering the following topics: administration--governance, management, planning, and finance; services and programming; collection; technical; cooperation/resource sharing; personnel; public relations; and facilities. (SWC)

ED 413 917 IR 056 747

Millsap, Larry; Ferl, Terry Ellen
Descriptive Cataloging for the AACR2R and the Integrated MARC Format: A How-To-Do-It Workbook. Revised Edition. How-To-Do-It Manuals for Librarians, Number 77.
PUB DATE- 97
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Authority Control (Information); Bibliographic Records; *Cataloging; Classification; *Library Catalogs; *Library Materials; Library Technical Processes; Nonprint Media; Printed Materials; Serials; Shared Resources and Services; Standards
IDENTIFIERS- *Anglo American Cataloging Rules; MARC

In a highly automated technical services environment, catalogers must know how to create original descriptive cataloging records which can be shared with other libraries. This second edition on descriptive cataloging for the AACR2R (Anglo-American Cataloging Rules, 2nd edition, 1988 revision with 1993 amendments) contains 50 new exercise examples to help cataloging students and librarians learn to create MARC records in many different formats. Each consists of a title page or other given information which can be used to create a cataloging record on a workform. Following each workform is a sample of the completed catalog record and explanations citing the rules that apply. The book is divided into three parts. Part 1 describes the structure of descriptive cataloging's two essential tools--the rules themselves and the integrated MARC format--for which the exercises provide structured practice. Part 2 consists of seven chapters of the exercises and their solutions, covering books, collections, computer files, maps, music and sound recordings, visual materials, and serials. Part 3 includes review questions and their answers. Appendices include an annotated bibliography and a complete set of additional workforms. (AEF)

ED 413 918 IR 056 748

Cohn, John M.; Kelsey, Ann L.; Fiels, Keith Michael
Planning for Automation: A How-To-Do-It Manual for Librarians. Second Edition. Number 78.
PUB DATE- 97
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

27,000 FTE and 50,000 headcount enrollments. (BCY)

ED 413 935   JC 970 594

Windham, Patricia
Gender Bias.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Biological Sciences; Community Colleges; Comparative Analysis; *Enrollment Trends; *Females; Males; *Mathematics Education; Physical Sciences; *Science Education; *Sex Bias; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Florida Community College System

Researchers have claimed both that female students are discouraged from taking higher level math and science courses and that they actually take more of these courses than males do. On the surface, data from the Florida community colleges would appear to confirm that females take more science and math courses than males, with 63% of the fall 1995 biological science enrollments, 55% of the mathematics, and 52% of the physical science enrollments being female. However, this unit of analysis is too broad to provide a good indicator of gender course patterns since the biological science discipline contains courses that are geared toward nursing and dental hygiene students and mathematics contains courses that are required by anyone seeking an associate degree. An analysis of Florida community college enrollment patterns at the course level reveals that as math and science content level increases, the percentage of women enrolled decreases. Although women clearly dominate enrollments in biological science, there is a higher concentration of women in courses that lead to the more traditional associate degrees of nursing and dental hygiene. Finally, in the physical sciences, as well, women were more likely than men to be enrolled in courses related to associate degrees in allied health rather than those required of chemistry majors. (BCY)

ED 413 936   JC 970 595

Windham, Patricia
High School and Community College Dual Enrollment: Issues of Rigor and Transferability.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Transfer Students; *Community Colleges; Comparative Analysis; *Dual Enrollment; Followup Studies; Grade Point Average; High School Students; High Schools; Higher Education; *Outcomes of Education; *Program Effectiveness; Success; Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL; Tallahassee Community College FL

In December 1993, the University of Florida issued a report that found that the vast majority of students who had taken chemistry courses in dual enrollment programs at a community college and who did not meet standard admissions requirements were required to retake their courses at the University. In response to the report, the state's Community College Board undertook a study to determine the effectiveness of the dual

Teaching Methods; Two Year Colleges
IDENTIFIERS- Learning Communities; Nassau Community College NY

Nassau (New York) Community College's Leadership Opportunity in Science and Humanities Education grant began in January 1993 and ended June 1996. The project consisted of three components: (1) seminars that brought faculty members from different departments together to help develop and teach three multidisciplinary courses; (2) workshops which facilitated "learning communities" between sciences and humanities students; and (3) the development of a new liberal arts course of study, focusing on learning communities and multidisciplinary courses. These seminars and courses, which may become general education requirements at the college, conveyed the faculty's integrative perspective to students. As faculty taught the three multidisciplinary courses, they assisted students in drawing contrasts and comparisons between disciplines. Learning communities fostered this analysis, and continue to thrive at the college even after the project's end. Based on student evaluation and budget results, the project has proven to be a successful and cost-effective means of integrating disciplines and enhancing education and curriculum. Contains extensive appendices that contain sample fliers, newsletters, surveys, and other project-related materials. (YKH)

ED 413 955 JC 980 008

Stalker, Sandra
Teaching Literature Using Multimedia. Final Report: Fund for the Improvement of Postsecondary Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Computer Assisted Instruction; Computer Software Evaluation; Greek Civilization; *Greek Literature; Humanities Instruction; Instructional Innovation; Interdisciplinary Approach; *Literature Appreciation; *Multimedia Instruction; Mythology; Optical Data Disks; Teaching Methods; Two Year Colleges
IDENTIFIERS- Homer; North Shore Community College MA; *Odyssey

"Journey Home," an interactive CD-ROM program about Homer's "Odyssey," was produced at North Shore Community College (Massachusetts) to create an innovative method for teaching literature. Based on a prototype developed on an Apple II, the program incorporates video, text, graphics, music, and artwork related to the Odyssey and provides helpful background information on history, mythology, and archaeology. By placing extensive resources at their fingertips, Journey Home provides students with the opportunity to understand and appreciate Homer's poem, as well as discover its influence on art, music, and other literature. Its multimedia format addresses the problem of teaching literature to students with widely varying abilities, literary experience, learning styles, and motivation. Evaluation procedures for the program included surveys of students and instructors, use of control and experimental classes, comparisons of student papers and research, pre- and post-tests of students' knowledge of the Odyssey, exit interviews, and videotaping of classes. The consistent success of Journey Home has proven the effectiveness of using multimedia in the literature classroom. Appendices

Schedules; *Semester System; State Surveys; *Student Attitudes; *Time Factors (Learning); Two Year Colleges
IDENTIFIERS- *San Diego Community College District CA

In 1991, California's San Diego Community College District (SDCCD) formed a task force to investigate the effects of adopting academic calendars that end either before or after the winter holidays. To gather information, the task force performed a grade distribution analysis among district college students to determine the impact of fall semester end dates on student performance. In addition, two surveys were conducted: one queried 19 California community college districts that had switched calendar starting and ending dates within the past decade; one asked approximately 10,000 continuing students registering in fall 1991 of their calendar preferences. Results of the study, based on responses from 11 districts and 9,807 students, included the following: (1) semester start and end dates had little effect on student performance, course drops, or withdrawal patterns; (2) factors that influenced districts to change calendars included faculty desire to complete the fall semester before the winter break, improved transferability and summer labor market for students, and improved professional development for faculty; (3) districtwide, 53% of student respondents preferred starting early and ending the semester before winter break, while 24% preferred starting late; and (4) among those preferring an early start, the strongest preference was for a semester beginning in mid-August and ending in mid-December. Appendixes provide tables showing student responses by SDCCD college, the student and district survey instruments, and district responses. (BCY)

ED 413 974   JC 980 031

Curtis, David
Introduction to Sociology: A COMPELing Experience.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Computer Uses in Education; *Educational Media; Educational Strategies; *Educational Technology; Instructional Improvement; *Instructional Innovation; Lecture Method; Media Adaptation; *Multimedia Instruction; Teaching Methods; Two Year Colleges

An instructor's experience teaching introductory Sociology at Maple Woods Community College demonstrates the benefits of using instructional technology to deliver standard lecture material. In order to integrate technology with each lecture, a PC was used to create an interactive text-based design through Compel, a multimedia slide presentation program. The program provided a way to quickly utilize and display information from any set of notes using navigation buttons and main menu settings. Lecture text consisted of short paragraphs with "hotwords" and interactive buttons. Definitions and new terms could be clicked on to acquire further information. Navigation buttons allowed rapid movement from screen to screen, and an "example" button provided elaboration on concepts. Color-coded words indicated information that would be covered on the tests, anticipating student questions and allowing for more discussion time. This instructional technology facilitated access to information and provided consistency among different class presentations. It also saved time by eliminating the need to write lengthy concepts on the board. Despite the possible

*Older Adults
IDENTIFIERS- Employer Role

As the American population ages, society has grown more concerned about using older adults' skills and experience so they remain active, contributing members. Noting that work in child care for appropriate older adults is both natural and timely, this manual provides practical, concrete steps for implementing the guidelines of the Productive Employment of Older Adults in Child Care Project. The manual is divided into 8 chapters that provide the practical information needed to develop a child care environment with productively employed older workers. Following the introduction, chapter 2 presents the rationale for the project. This chapter shows how older adults can address major needs of young children and provide an ideal child care labor force. Chapters 3 through 8 discuss issues related to productive employment of older adults in child care, including: (1) recruiting and hiring; (2) orienting older workers; (4) preparing the staff for the older worker's first day; (5) matching the older adults with classrooms and child care staff; (6) training older workers; (7) developing career ladders; (8) building coalitions and networks; and (9) developing a dissemination and publication plan. Appendices include the guidelines for the Productive Employment of Older Adults in Child Care Project, child development-associated functional areas, a bibliography and practical resources, and a description of the project's field test sites. (Contains 17 references.) (AA)

ED 413 992 PS 025 591

Chang, Hedy Nai-Lin; Muckelroy, Amy; Pulido-Tobiassen, Dora
Looking In, Looking Out: Redefining Child Care and Early Education in a Diverse Society.
PUB DATE- 96
NOTE- 243p.; "Carol Dowell, Editor; Julie Olsen Edwards, contributing editor & writer."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; *Cultural Background; *Cultural Differences; Cultural Interrelationships; Cultural Pluralism; *Curriculum Development; *Day Care; *Multicultural Education; *Preschool Education; Preschool Teachers; Social Change

Noting the profound demographic changes affecting the nature of how young children are raised and socialized in the United States, this book discusses how child care must be redefined in order to support the development of a next generation with the skills and capacities to thrive in an increasingly multicultural world, based on interviews with child caregivers in child care centers and family child care homes, and interviews with trainers and resource and referral agency personnel. Chapter 1 of the book discusses how parents, providers, and trainers perceive the role of child care in a diverse society. Taking into account these perspectives, a set of common "Principles of Quality Care in a Diverse Society" is presented. Details on each of these principles is provided in chapters 2-6, including a discussion of importance, and strategies and challenges for implementation. These principles for action are: (1) combat racism and foster positive racial identity in young children; (2) build upon the cultures of families and promote respect and cross-cultural understanding among children; (3) preserve children's family languages and encourage all children to learn a second language; (4) work in

Donna Shalala; hospital administrators and other administrators of organizations concerned with child health. (Author/SD)

ED 414 010 PS 025 904

Werner, Emmy E.
Conceptual and Methodological Issues in Studying Minority Children: An International Perspective.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Welfare; Cross Cultural Studies; Cultural Differences; Ethnic Groups; Foreign Countries; International Studies; *Minority Group Children; *Minority Group Influences; Research Methodology; Social Influences; *Well Being
IDENTIFIERS- Conceptual Analysis; *Conceptual Models

During the past decades, studies have begun to look at individual differences within groups of minority children, and at the psychological impact of discrimination, oppression, and political violence on their lives. This paper presents conditions that facilitate the well-being of minority children around the world and that seem to transcend ethnic, racial, religious, socioeconomic and geographic boundaries. The first section of the paper addresses emotional support from family members and its importance. The second section addresses caring adults and peers in the community and how children are assisted, while the third section addresses the roles of teachers, which include protective buffer, imparter of skills, counselor, and positive role model. The fourth section of the paper addresses faith as a sense of coherence in times of hardship. The fifth section addresses required helpfulness and describes the importance of supporting the family. The sixth section addresses internal resources such as special skills and talents. The paper concludes with an argument for consideration of a transactional model of development for minority children, advocating longitudinal studies that look at the development of minority children at critical transition periods, qualitative studies that describe this process, and examination of intervention programs and of governmental programs that promote or inhibit the well-being of minority children. (SD)

ED 414 011 PS 025 910

Davison, Pamela J.
Children's Concepts of Gender and Professions.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Childhood Attitudes; Children; Intermediate Grades; Occupations; Sex Differences; Sex Role; *Sex Stereotypes
IDENTIFIERS- *Occupational Stereotypes

Past research has shown that young children assimilate the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Support; *Child Welfare; *Federal Legislation; Immigrants; Job Training; Low Income Groups; Preschool Education; Public Policy; Social Services; Undocumented Immigrants; *Welfare Services
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; *Project Head Start; Welfare Reform

This National Head Start Association booklet outlines the main provisions of the Personal Responsibility and Work Opportunity Act and describes how it may affect local Head Start Programs. The document is intended to serve as a starting point for local programs, parents, administrators and policy workers to discuss and plan how Head Start will continue to provide quality services in a new welfare environment. Funding changes in assistance to low income families and the resulting implications for work requirements, parent participation, Child Development Associate Program, job training, transportation costs, and medical and dental screening are discussed. Other topics covered include: the effects of the bill on child care, Food Stamp Program, child support, child nutrition programs, Title XX Social Services Block Grant, Supplemental Security Income (SSI), and immigrant children. Recommendations are made about planning and coordination of programs, resources, and funding. (MT)

ED 414 031 PS 026 000

Parker, Faith Lamb; Clark, Beryl; Peay, Lenore; Young, Susan; Fernandez, Awilda; Robinson, Ruth; Baker, Amy
Parent Involvement: A Training Manual for Head Start Staff.
PUB DATE- 97
NOTE- 89p.; "With contributions from: Clare Marie Bonafede, Elaine Danavall-Williams, Catherine Fay, Cynthia Flynn, Pamela Freeman, Margaret Herandez, Altagracia Luna, Tolu Oluwole, Jennifer Ritter, Susan Kessler-Sklar, Laura M. Soden, Naomi Velez, Hirokazu Yoshikawa, Edward Zigler."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Disadvantaged Youth; *Family Involvement; Parent Attitudes; *Parent Empowerment; *Parent Participation; Parent Role; Parent School Relationship; Preschool Education; *Training Methods; Workshops
IDENTIFIERS- *Project Head Start

This manual was prepared in response to the overwhelming interest of Head Start staff and other early childhood professionals to presentations of the Parent Involvement Project Intervention at national conferences. The manual presents two strategies designed to help staff better understand and work with parents, especially those perceived to be difficult to engage in the Head Start Experience. The strategies are also designed to provide techniques to engage and encourage parent participation. The first strategy consists of a staff development and training workshop, the goal of which is to present a process of self-awareness and understanding. Ten pertinent exercises are presented: (1) learning about parent involvement; (2) categorizing level of parent involvement; (3)

agent. Participating were 64 three-year-olds who underwent 4 routine medical procedures. Children were rated by their mothers as attached or nonattached to blankets. These two groups of attached and nonattached children were randomly assigned to one of four experimental conditions, mother, blanket, mother plus blanket, or no supportive agent. The dependent measures were: (1) discomfort as rated on the Observational Scale of Behavioral Distress; (2) overall behavioral distress rating; (3) heart rate; and (4) blood pressure. A multivariate analysis of variance on the behavioral and the physiological measures indicated that mothers and blankets (for children attached to them) equally mitigated distress compared to nonattached blankets and no agents. Presenting two attachment agents (mother plus blanket) detracted from the singular effects of mothers or blankets. For soothing pediatric patients during moderately upsetting medical procedures, security blankets are appropriate parental substitutes. (Author/KB)

ED 414 050 PS 026 026

Lothigius, Anita Holmstedt
Sma Barn Pa Daghem: En studie av personalens samspel med barn och foraldrar vid lamning, hamtning och fri lek (Infants at Day Care: A Study of Staff Interaction with Children and Their Parents during Leaving, Collecting and Free Play).
PUB DATE- 97
NOTE- 96p.
LANGUAGE- Swedish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; *Caregiver Child Relationship; Caregiver Role; *Child Caregivers; *Day Care; *Day Care Centers; Foreign Countries; Individual Differences; Play; Preschool Education
IDENTIFIERS- *Caregiver Attitudes; *Caregiver Behavior; Parent Caregiver Relationship; Sweden

This thesis presents a picture of how staff interact with infants (age group 1-3 years old) and parents at three day care centers. The study focused on the situations of leaving and collecting the children and the children's time of free play both in and outdoors. The theoretical content has an attachment/psycho-dynamical perspective with emphasis on the works of Bowlby, Stern, and Winnicott. The day care staff were observed when the children were left, collected, and during free time play. They were also interviewed as to what they themselves believed to be their most important task in relation to the children in the above mentions situations. In analyzing the data, a qualitative approach was used. The results of the study showed that the staff have different ways of relating to the children; three patters of interaction were discerned. The interviews showed that the staff have different views and justifications of what they believe to be important in their relation to the children during leaving, collecting, and free play. They also expressed differing points of view concerning the various situations at each respective day care center. The patterns indicate that the interaction between the staff and the children provide the individual child and children as a group with varying conditions for development, dependent upon which day care center the child is in. The results were also interpreted from a qualitative viewpoint, in which the different patterns show qualitative dissimilarities in the children's day care environments. (Author) families. This report describes the program's history, aims, and achievements, along with specific activities, strategies, and principles that have been developed and refined during PSP's 17 years of existence. The report's first chapter, "Activities," is divided according to type of service and includes samples of how PSP agencies around the country implement the services. Activities are "Family Fun," "Adults Only," "Parents' Time Off," "For Many Cultures," "Involving Men," "Sick Child Care," and "Parent Options Fund." The descriptions conclude with tips based on the personal experiences of PSP staff and parents, which can help smooth the wrinkles out of initiating a new activity. The second chapter, "Organizing a PSP Program," describes the behind-the-scenes elements of PSP: how to ensure that parents get opportunities to develop leadership skills; how to staff a PSP program and then how to give staff the attention they need; how to deal with tough issues that can wreak havoc if left unattended; and how to build a coalition of PSP agencies. Contains 14 references. (EV)

ED 414 068 PS 026 066

Hockey, Amy, Ed.; Mangigian, Lisa, Ed.; Crombez, Mary Margaret, Ed.
Offspring, 1997.
PUB DATE- 97
NOTE- 65p.; Photographs may not reproduce well. For the 1996 issues, see ED 408 050.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Early Childhood Education; Educational Cooperation; Fathers; Individual Differences; *Nursery Schools; Parent Participation; Parent Teacher Cooperation; *Periodicals; Play; *Preschool Education; Preschool Teachers; Safety; Sex Fairness; Teacher Student Relationship
IDENTIFIERS- Child Safety; *Cooperative Preschools

The two issues of this magazine for parents, teachers, and others involved in cooperative nursery schools are designed to provide a forum for views on dealing with young children, express a variety of ideas, promote to cooperative philosophy, and to enhance the relationships of those involved in cooperative nursery schools. The Spring 1997 issue contains the following articles: (1) "Kids are Worth It! An Interview with Barbara Coloroso" (Amy Hockey); (2) "If This is a Co-op...Why Doesn't Everyone Always Cooperate?" (Ruth Koch); (3) "Russell's First Day" (Linda Rogan); (4) "I Don't Want To Go" (Donna Howe); (5) "Play is Not a Four-Letter Word" (Mary Chalup); and (6) "Speaking Effectively to Young Children" (Nancy Moorman-Weber). The Fall 1997 issue contains the following articles: (1) "Dad's Special Day" (Chuck Hage); (2) "Snacking for Health" (Dana Mead); (3) "We Are Alike; We Are Different" (Joan Johnson); (4) "Promoting Gender Equity" (Jan Romatowski, Mary Trepanier-Street); (5) "Playing It Safe" (Judy Acker-Smith); and (6) "Tribute to Co-op Teachers" (Linda Morrison). (KB)

ED 414 069 PS 026 067

Deegan, James G.
Bangladeshi Girls' Friendships in an English Primary School Locale.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

"Team Maturity: Learning to Grow Together" (White); (4) "A Case Study of the Dolphin Team" (Thomas), on the continuous learning of team members; (5) "Teaming in the Rural Middle School" (Lee); (6) "The Brief, Bright Light of the Village" (McDaniel), one principal's experience implementing the team approach; (7) "Teaming: Sharing the Experience" (Burkhardt); (8) "Starting a New Team: Advice and Best Practice" (Rogers, Bowen, and Hainline); (9) "Mature Teams at Work: Benchmarks and Obstacles" (Jones); (10) "The Art of Creative Composition: An Administrative Perspective on Interdisciplinary Teams" (Gallagher-Polite); (11) "Teams and the Affirmation of Middle Level Students' Voices: The Case of Jimmie" (Powell); (12) "Parental Perspectives" (Thompson, and others); (13) "Trends in the Utilization of Interdisciplinary Team Organization in Middle Schools" (McEwin); (14) "Interdisciplinary Team Teaching: Sampling the Literature" (Wraga); (15) "TEAM Me: A Philosophy Bigger Than Sports" (Page and Page); (16) "Research on Teaming: Insights from Selected Studies" (Strahan, Bowles, Richardson, and Hanawald); (17) "Teaming Beyond the Core Four" (Anglin); (18) "Leadership of Interdisciplinary Teams" (Kain); (19) "Teaming and Decision Making" (Pate); (20) "Teams and Curriculum" (Arnold); (21) "Whole Language on the Team" (Butler and Liner); and (22) "Inclusion and Teaming" (Walther-Thomas). Each chapter contains references. (KB)

ED 414 085 PS 026 098

Stringer, Ruth; Labounskaia, Irina; Santillo, David; Johnston, Paul; Siddorn, John; Stephenson, Angela
Determination of the Composition and Quantity of Phthalate Ester Additives in PVC Children's Toys. Greenpeace Research Laboratories Technical Note 06/97.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Foreign Countries; *Poisons; Safety; *Toys
IDENTIFIERS- Child Safety; Greenpeace; *Phthalate Esters; *Vinyl Chloride

Polyvinyl chloride (vinyl or PVC) is widely used in toys and other children's products. This study, conducted by Greenpeace, examined the composition and quantity of phthalate ester additives in children's PVC toys, used to give the toys added flexibility. Drawn from 17 countries, a total of 71 toys designed to be chewed by babies and young children were analyzed. Findings indicated that in almost all soft PVC toys analyzed, phthalates comprised between 10 and 40 percent of the total weight of the toy. The most frequently identified phthalate was the isomeric form diisononyl phthalate (DINP). Of the 63 PVC toys analyzed, 40 contained DINP as the predominant phthalate, compared to 8 toys for di(2-ethylhexyl)phthalate (DEHP). Of 8 non-PVC toys analyzed, only one contained any detectable phthalate. DINP shows toxicological properties in laboratory animals similar to that of DEHP, including liver and kidney disorders, reproductive tract damage, increased incidence of certain forms of cancers, and diverse effects on development and metabolism. Although DINP, when purchased for laboratory use, is labeled with a number of warnings, toys containing up to 40 percent by weight DINP in a readily leachable form are frequently labeled "nontoxic." Other compounds identified in some of the toys included dibutyl phthalate and butylbenzyl phthalate and are known to be particularly hazardous. Thirteen toys contained the estrogenic period; median household income in the Midwest began the 1980s higher than that for the nation but ended the decade lower. While Latinos continued to trail Blacks and Whites in educational attainment, the data were downwardly biased by the inclusion of large numbers of lesser-educated recent immigrants. Since 1990, immigration and internal migration have brought large numbers of Latinos to rural areas, suggesting that Chicago may be losing its traditional attraction for such migrants. This shift was due to the growth of the meat processing industry in the rural Midwest. (Contains 11 references, 31 charts and figures based on census reports, and notes. Five figures deal with percentage of high school graduates for racial groups and Hispanic subgroups in the Midwest and United States.) (TD)

ED 414 102 RC 021 182

Rochin, Refugio I.
The Features and Roles of Rural Latinos: Cross-National Perspectives. JSRI Occasional Paper No. 26. Latino Studies Series.
PUB DATE- 97
NOTE- 19p.; Presented at the Annual Conferences of the American Agricultural Economics Association (Toronto, Ontario, Canada, July, 1997) and the Rural Sociological Society (Toronto, Ontario, Canada, August, 1997). Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Change; Economic Change; Elementary Secondary Education; *Employment Patterns; Ethnic Discrimination; *Ethnic Distribution; *Farm Labor; Farmers; *Hispanic Americans; Immigrants; Income; Meat Packing Industry; Migrant Workers; Migration; *Rural Population; Rural Urban Differences; Whites
IDENTIFIERS- *Latinos

In rural America, Latinos are the fastest growing population, increasing by 30 percent between 1980 and 1990. Rural Latinos are a large and growing share of the labor hired on farms, but earn only 60 cents for each dollar earned by nonfarm hired workers. This trend is largely due to the restructuring of agriculture in general, and the meatpacking industry in particular, in which production is becoming increasingly decentralized, contracted out to peripheral firms, and operated by fewer nonunionized assembly processes of workers. Meatpacking creates unusually high population mobility and a parallel high turnover in school population. Educational issues include the increased need for bilingual and ESL instructors, who are difficult to attract to rural places; and the fact that rural Latino teenagers have difficulty gaining English skills and social confidence, resulting in truancy, pregnancy, dropping out, and gang development. Communities with proportionately higher concentrations of Latinos tend to have greater poverty, lower median incomes, and lower educational attainment, and places with rapid labor turnover often confront sudden demands for housing, education, health care, and social services. On the other hand, Latinos are giving rural towns a population revival in the face of White flight, expanding the tax base, revitalizing local schools, and infusing cultural diversity. Poorer conditions in rural communities result not so much from the increase in Latino populations as from the exodus of better-educated, better-paid Whites. Policies with regard to Latinos have been reactive rather than proactive, with education for Native children, special education, school-based social services, private schools, special subject schools, home schooling, educational assessment, public opinion); and (4) teachers (the workforce, gender issues in the teaching profession, teacher education, teaching conditions). Chapter 2 explores postsecondary education in Canada, including: (1) overview (history, enrollment patterns, program choices, Native student participation, personal benefits, recent policy changes, portable courses and credits); (2) profiles of the university system and the community college system (admission requirements, programs of study, language of instruction, school year, tuition fees, accommodation, institutional governance, accountability, faculty, research); (3) highlights (cooperative education, distance education, international dimensions); and (4) financial support (institutional funding, student loans, tax supports for postsecondary education). Chapter 3 discusses lifelong learning and adult education in Canada, including vocational programs, apprenticeship training, the Canadian Labour Force Development Board, adult continuing education, and literacy programs. Chapter 4 looks at educational trends in Canada, including greater emphasis on curriculum outcomes and assessment, the technology revolution in the classroom, school-to-work transitions, trends in postsecondary education, and trends in skills development and training. A final section includes useful addresses and other contact information for provincial departments of education, federal agencies, and national education organizations. (SV)

ED 414 119 RC 021 258

Bonilla, Carlos A., Ed.; Goss, Joyce, Ed.
Teaching to Ethnicity, Gender, and Race: The Quest for Equality.
PUB DATE- 97
NOTE- 83p.; Photographs and figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Aspiration; Bilingual Education; Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; *Ethnic Bias; Mass Media Effects; *Multicultural Education; *Racial Bias; Role Models; Rural Education; *Sex Bias; *Student Attitudes; Teacher Attitudes; Teacher Behavior
IDENTIFIERS- California; Mixed Race Persons

This book contains seven chapters, written by graduate students in teacher education, on educational strategies to promote multiculturalism and combat racial, ethnic, and gender bias in the classroom. Chapters are: (1) "Diversity and Multiculturalism: Quo Vadis? What Is Multiculturalism?" (Deborah Bradford Basey, Michelle Danner, Stacy Graham, Rebecca Jackson); (2) "Rural Class of 2000: Are We Preparing Our Students for the Multicultural World Next Door? A Survey of Calaveras Unified and Mark Twain Unified High Schools, Calaveras County, California" (Joan Goldie, Shari Pargett, Dustyn, Jim Kern, Sandra Cobbs); (3) "Gender Bias in the Classroom: Do Teachers Treat Boys and Girls the Same?" (Alexandra Garschagen, Cam Graves, Marla Heed, Ken Ishida, Greg Kalthof); (4) "Gender-Stereotypes: Who's To Blame?" (Todd Schilling, Emily Wong, Inez Rowles, Tina Kendall); (5) "Forever Homecoming Queen: Fashion Model or Role Model?" (Wendy Agari, Therese Arnaudo-Tychus, Beate Samahon, Nancy Snyder, Julie Spindler); (6) "The Issue of Color: Must It Be Black or White?" (Nancy Sherwood, Melissa Johnsen, David Bond, Karin Compise, Alex Nelson); and (7) "The Human Race: Bi-Racialism in America" (Rosalie Urtasun, Alfonzo Aguilar, Diane Montoya, Dawn Smith, components are physical and emotional safety, belonging and ownership, self-esteem, self-discovery, quality relationships with peers and adults, values formation and clarification, accomplishment and success, and capacity to enjoy life. (SV)

ED 414 136 RC 021 282

Herbert, James T.
Attitudes and Perceptions concerning Persons with Disabilities: Potential for Growth.
PUB DATE- 97
NOTE- 8p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Adventure Education; Counseling; *Disabilities; Occupational Surveys; *Program Attitudes; Rehabilitation; Staff Development; Therapy
IDENTIFIERS- *Adventure Therapy; *Attitudes toward Disabled; Staff Attitudes

In April 1996 survey examined issues that many educators face when facilitating outdoor adventure programs that include persons with disabilities. The survey was returned by 176 of the 487 program directors listed in the 1992 Directory of Experiential Therapy and Adventure-Based Counseling Programs. The great majority of respondents were persons of White, European descent without disabilities. A similar survey was distributed to a staff member randomly selected by each director. Major findings from directors' responses were: 1) programs were accessible and staff attitudes were generally positive toward persons with disabilities; 2) program accommodations for persons with emotional disabilities were easier to implement than those for physical or cognitive impairments; and 3) staff training and consultation on disability issues could be improved. Staff members' responses were generally consistent with directors' assessments. However, staff members expressed some unique preferences with regard to specific disability groups and specific concerns as to staff competencies in meeting the needs of persons with disabilities. Implications for professional practice are discussed. Contains 15 references. (Author/TD)

ED 414 137 RC 021 283

Horne, Lianne
The Twelve Steps Experientially.
PUB DATE- 97
NOTE- 9p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Counseling; Drug Addiction; *Drug Rehabilitation; *Experiential Learning; Learning Activities; *Therapy
IDENTIFIERS- Alcoholics Anonymous; *Experiential Therapy; Spirituality; *12 Step Programs

Experiential activities provide each participant with the ability to see, feel, and experience whatever therapeutic issue the facilitator is addressing, and usually much more. This paper

Hollabaugh); "Treating Status Problems in the Cooperative Classroom" (Cohen, Lotan, Catanzarite); "The Small-Group Discovery Method in Secondary- and College-Level Mathematics" (Davidson); "Constructing Calculus Concepts: Cooperation in a Computer Laboratory" (Dubinsky and Schwingendorf); and "Annotated Bibliography of Science, Mathematics, Engineering and Technology (SMET) Resources in Higher Education" (Cooper and Robinson). Contains 96 references. (DDR)

ED 414 155 SE 060 609

Murphy, Anthony P.; Coppola, Ralph K.
GLOBE: A Science/Education Partnership Program.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; Elementary Secondary Education; *Environmental Education; General Science; Global Education; Inquiry; *Internet; *Partnerships in Education; Physics; Research Methodology; *Science Curriculum; *Science Process Skills; Scientists
IDENTIFIERS- Earth Day

This paper reviews the history of the GLOBE (Global Learning and Observations to Benefit the Environment) Program, an international environmental science education program. The goals of the program are to: enhance the environmental awareness of individuals around the world; contribute to the scientific understanding of the earth; and to help all students reach higher levels of achievement in science and mathematics. GLOBE engages K-12 students and scientists in collecting and analyzing data and represents a true partnership between the science and education communities. The nature of this partnership is reflected in the various research protocols and learning activities used at each grade level. The science processes used by researchers reflect the inquiry process used at the K-12 or equivalent level. The GLOBE curriculum is divided into investigation areas on atmosphere, hydrology, biology/land cover, soil and the global positioning system (GPS). (DDR)

ED 414 156 SE 060 621

Armstrong, Raymond; Drake, Tom; Cunningham, Judi; Peterson, Ed
Science Education Grades K-12.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Educational Strategies; Educational Technology; Elementary Secondary Education; Local Norms; *Program Evaluation; *Science Curriculum; Science Education; *Science Instruction

This document contains a program evaluation of science education in grades K-12 in the Des Moines Independent School District in Iowa. Sections include: (1) an abstract of the evaluation; (2) a preface containing mission statements; (3) the context evaluation referring to curriculum, goals, and demographics;

State Assessment (NAEP)

This study investigates the relationship between the mathematics attitudes of over 32,000 Hispanic and Asian students in the 1992 National Assessment of Educational Progress (NAEP) Mathematics Trial State Assessment, by gender and ethnicity, and by their mathematics performance scores. Descriptive inferential statistical procedures designed for NAEP secondary data analysis were used. Results show that Asian 8th grade females were the only female group that slightly outperformed their male Asian peers. At both grade levels, female and male Asian students' average math proficiency was at the basic achievement level established by the NAEP National Assessment Governing Board, whereas female and male Hispanic students at both grade levels were below the lower bound for this achievement level. Results also indicate that most of the attitude variables were significant predictors of Hispanic and Asian students mathematics achievement, with slight differences between Hispanic and Asian 4th grade students of both gender groups regarding attitudes to be important predictors of math achievement. A more discrepant profile was found for the 8th grade students by gender and ethnicity. Appendices include the variables used in statistical analysis. Contains 30 references. (Author/ASK)

ED 414 176 SE 060 891

Pfenning, Nancy

Chances Are...Making Probability and Statistics Fun To Learn and Easy To Teach.

PUB DATE- 98

NOTE- 176p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Secondary Education; Higher Education; Mathematics Activities; Mathematics Instruction; *Probability; Statistical Analysis; *Statistics

Probability and statistics may be the horror of many college students, but if these subjects are trimmed to include only the essential symbols, they are easily within the grasp of interested middle school or even elementary school students. This book can serve as an introduction for any beginner, from gifted students who would like to broaden their horizons while keeping in step with their school's conventional mathematics curriculum, to nervous college students who are facing their first "prob-and-stats" requirement. High school students may use it as enrichment or as preparation for Advanced Placement Statistics or future college courses. It is hoped that through such an introduction, the reader will be able to share in the excitement that first inspired scholars to explore chance behavior. Activities in the areas of counting, probabilities, probability distributions, statistical inference, beginning statistics, sample mean and sample proportion, histograms and the normal distribution, standard deviation, and handling data in different forms are included. Appendix contains sample syllabus, special materials needed for experiments, and a class survey. (ASK)

ED 414 177 SE 060 892

Myers, Robert E.

Mind Sparklers. Fireworks for Igniting Creativity in Young Minds.

teaching recycling in the classroom. As part of the mini-course activities, teacher participants developed a series of lesson plans they felt were practical and would be of use in the classroom. Emphasis was placed on integrating recycling activities into the existing curriculum rather than producing a new curriculum. Activities were developed that could be coordinated with subjects found in the regular school curriculum including mathematics instruction, art education, and language arts. This manual is the compilation of these lessons. The activities in this manual have been classified into the following areas: (1) art; (2) consumer education; (3) language arts; (4) mathematics; (5) music; (6) physical education; (7) science; (8) social sciences; and (9) technology. Activities are arranged by grade level within each area. The classifications were arbitrary and some activities can be classified into more than one area. Recycling subjects such as litter, waste categories, composting, open- and closed-loop recycling, construction materials, renewable and nonrenewable natural resources, and polymers are also included. (PVD)

ED 414 195 SE 060 981

Mashhadi, Azam; Woolnough, Brian
Cognitive Mapping of Advanced Level Physics Students' Conceptions of Quantum Physics.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Singapore Educational Research Association (9th, Singapore, November 22-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Mapping; Cognitive Psychology; Cognitive Structures; *Constructivism (Learning); *Epistemology; Foreign Countries; Higher Education; Knowledge Representation; Learning Strategies; *Learning Theories; *Quantum Mechanics; Science Education; Secondary Education; Thinking Skills
IDENTIFIERS- Great Britain

This paper presents findings from a study that investigated students' understanding of quantum phenomena and focused on how students incorporate the ideas of quantum physics into their overall cognitive framework. The heuristic metaphor of the map is used to construct graphic representations of students' understanding of quantum physics. The relationships between students' conceptions of quantum phenomena at the level of the population group are investigated using a structured questionnaire and multivariate analytical techniques such as multidimensional scaling, cluster analysis, and factor analysis. Groupings of conceptions are identified and related to underlying interpretable dimensions. Contains 30 references. (Author/DDR)

ED 414 196 SE 060 982

Chatel, Regina G.
Writing To Learn in Science: A Curriculum Guide.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

American History Time Lines. Grades 4-8. Big, Reproducible, Easy-To-Use.
PUB DATE- 96
NOTE- 119p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Black History; Elementary Education; *History Instruction; Instructional Materials; *Social Studies; *United States History; Voting; Womens Studies
IDENTIFIERS- African Americans

This resource is designed to enhance learning about topics in United States history. The reproducible time lines are easy to use and is designed to encourage students to research other dates and events of the era under study. Suggestions are given for classroom use. The introduction has instructional subjects, such as: "12 Great Ways To Use These Time Lines"; "5 Ways To Teach Your Kids about Time"; and "Resources." Themes addressed in the time lines include: (1) "American History"; (2) "Exploration"; (3) "Growth of the Nation"; (4) "American Women"; (5) "African American History"; (6) "Science & Technology"; (7) "Space"; (8) "Sports and Games"; (9) "Getting the Vote"; (10) "Kids in History"; (11) "Ben Franklin 'Mini Time Line'"; (12) "Harriet Tubman 'Mini Time Line'"; (13) "Thomas Edison 'Mini Time Line'"; (14) "Eleanor Roosevelt 'Mini Time Line'"; and (15) "Martin Luther King, Jr., 'Mini Time Line.'" (EH)

ED 414 215 SO 027 554

Willis, George, Ed.; Schubert, William H., Ed.; Bullough, Robert V., Jr., Ed.; Kridel, Craig, Ed.; Holton, John T., Ed.
The American Curriculum: A Documentary History.
PUB DATE- 94
NOTE- 425p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Educational History; Educational Theories; Educational Trends; *Elementary School Curriculum; Elementary Secondary Education; *Foundations of Education; Higher Education; Primary Sources; Resource Materials; *Secondary School Curriculum

This book brings together in one volume a sampling of primary source materials from the historical development of curriculum in the United States. The materials describe what has been or might have been taught in U.S. schools from the 17th century through the 20th century. The materials are arranged in chronological order focusing specific issues or topics. The selection of documents for inclusion was based on influence, representativeness, and exemplification. The 36 documents range in years from 1642 to 1983. Sources for the documents include Benjamin Franklin, Horace Mann, the Chicago Board of Education, John Dewey, the National Education Association, the Faculty of Yale College, Jerome S. Bruner, and The Harvard Committee. Each document is introduced by a short essay explaining its historical context and significance. The book provides a comprehensive historical record of the evolution of the curriculum in the United States. (EH) structure and political orientation. These new developing countries can affect the interests of the United States in significant ways, either individually or collectively. Chapters include: (1) "Introduction"; (2) "American Perspectives and Political Traditions"; (3) "Political and Strategic Interests"; (4) "Economic Interests"; (5) "The Political Process"; and (6) "Needed: A Development Strategy." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

ED 414 238 SO 028 997

Linowitz, Sol M.
World Hunger: A Challenge to American Policy. Headline Series No. 252.
PUB DATE- 80
NOTE- 84p.; A complete list of Headline Series titles (with ERIC Accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developing Nations; *Food; Foreign Countries; *Foreign Policy; *Hunger; International Cooperation; International Organizations; International Programs; *International Relations; International Studies; *Poverty; Secondary Education; Social Studies; *World Affairs; World Problems
IDENTIFIERS- Africa; Asia; Central America; Latin America

This booklet examines one of the most tragic and dangerous paradoxes facing the nations of the world at the end of the 20th century: hunger amid plenty. Even though the world does not lack for food, the problem lies in the distribution and power of ownership. There are serious moral, economic and political reasons why the U.S. in particular should concern itself actively with the problem of world hunger. Chapters include: (1) "The Paradox of World Hunger"; (2) "Combating Hunger at the National Level"; (3) "Combating Hunger at the Human Level: Food and Jobs for the Poor"; (4) "World Hunger and U.S. Leadership"; and (5) "Six Priorities for U.S. Action." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

ED 414 239 SO 028 998

Cumings, Bruce
Divided Korea: United Future? Headline Series No. 306.
PUB DATE- 95
NOTE- 108p.; A complete list of Headline Series titles (with ERIC Accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her

*Teacher Education Programs
IDENTIFIERS- Preservice Teachers; *Purdue University Calumet IN

During the 1993-1994 academic year, Purdue University Calumet, Indiana, (PUC) developed and implemented a comprehensive portfolio assessment plan for preservice teachers that emphasized professional standards and the Education Department's preservice goals. In 1994, PUC implemented the plan with students considering entrance into teacher education. The portfolios consist of suggested entries, rational statements explaining each entry, reflection papers, and faculty/student interviews. The portfolios measure the progress of undergraduate preservice educators and determine whether program outcomes are being achieved. Each student teacher maintains a portfolio, which is reviewed at three points in time. Students meet with education faculty to discuss their portfolios, and they attend informal meetings where they can evaluate peers' portfolios. They have a final portfolio review with the university supervisor at the end of student teaching. Several recurring issues have emerged with PUC's teacher education portfolios that have promoted continual refinement of the process. The issues relate to entry selection, student reflection, and evaluation. One critical challenge to the process involves reviewing and evaluating individual portfolios, given limited resources (particularly faculty time). Developing a tool that measures student outcomes as reflected by nine standards remains a primary challenge. (Contains 11 references). (SM)

ED 414 258 SP 037 660

Ramirez-Smith, Christina
Isolation to Interaction: Implications for Preparing Preservice Educators.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Skills; Disabilities; *Diversity (Student); Elementary Secondary Education; Higher Education; *Inclusive Schools; Mainstreaming; Parent Teacher Conferences; Parent Teacher Cooperation; *Preservice Teacher Education; Reflective Teaching; *Regular and Special Education Relationship; *Teacher Characteristics; Teacher Collaboration; Teacher Effectiveness; Teamwork
IDENTIFIERS- *Preservice Teachers

If teachers have the skills to successfully educate students without disabilities, then they can succeed in teaching students with disabilities who are included in regular education. Preservice level teachers need skills for successful participation in the daily routines of inclusive classrooms before they actually enter the regular classroom. Important qualities for success include: teacher organization, quality delivery of lessons, rapport, credibility, control, content, discussion, and well-designed activities to engage children. Preservice teachers must learn collaborative skills along with the existing content/pedagogical training. It is no longer acceptable for teachers to learn collaboration skills on the job, and teachers can no longer get away with a solitary approach to teaching. Preservice teachers need to develop strong interactional skills that encompass the ability to communicate with peers, parents, and students. They must also learn strategies for using parent-teacher conferences as disadvantaged children and a study of relationships between service learning and academic performance; (3) a design of the Title I service learning program model; and (4) implementation of the model. A final study phase will determine its impact on student learning. Linking Title I and service learning allows disadvantaged children to increase academic knowledge and skills, connect learning theory and practice, learn how to learn, and develop caring, responsible attitudes. Authentic learning and a service learning philosophy help children see connections between curriculum and their own lives and may boost student achievement. This study's six participating urban, rural, and suburban schools had varying poverty levels. Common program components included motivating learning environments, an accelerated reading program, peer tutoring, and professional development. Preliminary findings suggest that the schools had varying success. A critical mass of teachers at each site carried the initiative forward, committing to quality teaching and learning for all students. Findings suggest that grounding Title I programs within service learning philosophy provides greater opportunities for students to achieve states' high performance and content standards. (SM)

ED 414 277   SP 037 681

Sherry, Lorraine
Linking Technology with Promising Practices To Improve Teaching and Learning.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Internet; Preservice Teacher Education; Secondary School Teachers; Student Projects; Teaching Methods
IDENTIFIERS- *Authentic Assessment

Many of today's teachers are receiving training to perfect their technology skills. One place to begin technology integration during preservice education is at the instructional design level, focusing on student performance assessments and alignment of school curricula with state standards. The Teachers' Internet Use Guide emphasizes alignment of standards and lessons. The Texas Essential Knowledge and Skills standards, with which the Use Guide is aligned, focus on authentic student performance. Technology also offers promise for student projects. Students can use technology to complete authentic projects. However, if they use the Internet to get information, teachers must be concerned about originality and plagiarism. An alternative involves combining student products and performances, to be assessed as a portfolio item. With feedback from teachers, students progressively revise and refine their own products. This teaches them to create and edit professional material. When they complete the product, they can communicate their findings to others using presentation software. This method is important because students learn with peers in a global context rather than in isolation, producing original products and performances that are valuable to themselves and others and that lend themselves to authentic assessment. (SM)

ED 414 278   SP 037 684

presents selected statistics about education in the state as a whole. Other tables present some facts about the students, teachers, and schools, including information on graduates and dropouts. Statistics are presented for special education, vocational education, and for special populations, such as language minority students. Information on special programs and school services such as transportation is summarized. Other tables present some details about educational finance in Maryland. One table ranks Maryland in relation to other states in specific categories for selected periods between 1993 and 1997. (Contains 29 tables.) (SLD)

ED 414 296 TM 027 742

Raber, Suzanne; Roach, Virginia
State-Level Reforms in Education: District Response and the Implications for Special Education. Cross-Site Analysis Based on Four Case Studies.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Case Studies; Curriculum; Disabilities; Educational Administration; Educational Assessment; *Educational Change; Educational Policy; Elementary Secondary Education; Professional Development; Program Implementation; Rural Schools; *School Districts; *Special Education; Standards; Teachers; Urban Schools

This paper provides cross-site policy analysis of themes related to state education reform and the impact of state educational reforms on students with disabilities and special education programs. It analyzes state-level reforms in the general education policy areas of curriculum, assessment, accountability, teacher development, and governance and explores local district implementation in each of these areas. Each case study site was selected because of its participation in the Consortium for Inclusive Schooling Practices. Sites included: (1) two large, diverse urban districts in California; (2) two rural, racially homogeneous districts in Missouri; (3) two rural/suburban districts with a high degree of student diversity in New Mexico; and (4) two fairly homogeneous suburban districts in Pennsylvania. The study was limited to kindergarten through grade 12 education programs and focused on students with disabilities rather than the gifted and talented who are sometimes included under special education. In spite of an emphasis by the states on standards-based curricula, these districts tended to focus on curriculum development supported by external funds, often part of integrated curriculum and instruction packages. Performance-based assessment has had benefits in terms of staff development, but not necessarily in terms of understanding student achievement levels. All the study states were putting increasing emphasis on accountability, but while state reforms were focused on improving the quality of teaching, local efforts centered on increasing the availability of teachers. State reforms fostering increased local governance have been well-received, and are being implemented. (SLD)

What Do We Know about Education in the States: Education Indicators in State Reports.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; *Comparative Analysis; Data Analysis; *Data Collection; Educational Finance; Elementary Secondary Education; Performance Factors; *Research Reports; *State Programs
IDENTIFIERS- *Educational Indicators

Nearly all the states produce one or more accountability or indicator reports containing data reported at one or more levels of the education system as well as data from other sources. To inform discussion about what data are useful and appropriate to report, comparisons were made of state accountability and indicator reports. A list of 74 indicators was prepared that reflected indicators commonly used in 25 national and international indicator reports. Over 100 reports from 45 states, the District of Columbia, and the Department of Defense Dependents Schools were reviewed. Of the 47 states, 37 reported data on average subject area proficiencies by 1 or more grade levels, 33 states reported information about graduation rates, and 37 states reported dropout rates. Also frequently reported are financial data about per pupil expenditures and expenditures by function. This report does not vouch for the quality of any data reported. A major conclusion from this study is that indicators that appear to be the same on the surface, and even have the same name, can, in fact, be very different and can answer different questions. It is a good idea for a state or district that wants to establish indicators to review current practices in schools and districts before determining what indicators to collect and report. (Contains four tables.) (SLD)

ED 414 315 TM 027 795

Baron, Joan Boykoff, Ed.; Wolf, Dennie Palmer, Ed.
Performance-Based Student Assessment: Challenges and Possibilities. Ninety-Fifth Yearbook of the National Society for the Study of Education, Part I.
PUB DATE- 96
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; College Entrance Examinations; Elementary Secondary Education; Equal Education; National Surveys; *Performance Based Assessment; Standards; State Programs; Student Evaluation; Test Construction; *Test Use; *Testing Programs; Urban Schools
IDENTIFIERS- National Assessment of Educational Progress

These discussions of performance-based student assessment provide a record of a decade-long exploration of unsettled issues in assessment. The first section provides the elements of a basic rationale for performance-based assessment, while the second section contains accounts of efforts to develop new performance-

PUB DATE- 95
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Effect Size; *Estimation (Mathematics); Item Response Theory; *Sample Size; *Statistical Bias; *Test Length
IDENTIFIERS- BILOG Computer Program; Item Characteristic Function; *Item Parameters; LOGIST Computer Program; *TESTGRAF Computer Program

Among the most popular techniques used to estimate item response theory (IRT) parameters are those used in the LOGIST and BILOG computer programs. Because of its accuracy with smaller sample sizes or differing test lengths, BILOG has become the standard to which new estimation programs are compared. However, BILOG is still complex and labor-intensive, and the sample sizes required are still rather large. For this reason, J. Ramsay developed the program TESTGRAF (1989), which uses nonparametric IRT techniques. Ramsay has claimed that TESTGRAF is much faster than using some of the common parametric approaches in LOGIST and BILOG, that there is no loss of efficiency, and that as few as 100 examinees and 20 test questions are needed to estimate item characteristic curves (ICCs). The study examined effects of varying sample size (N=100, 250, 500, and 1,000) and test length (20 and 40 items) on the accuracy and consistency of three-parameter logistic model item parameter estimates and ICCs from TESTGRAF and BILOG. Overall, TESTGRAF seemed to perform better or just as well as BILOG. When large bias effect sizes existed, in all but one case, TESTGRAF was more accurate than BILOG. TESTGRAF was slightly less accurate than BILOG in estimating the "a" parameter with a sample size of 1,000 and in estimating the "c" parameter at all sample sizes. (Contains 8 tables, 7 figures, and 25 references.) (SLD)

ED 414 334   TM 027 866

Yeung, Alexander Seeshing; Lee, Frances Laimui
Testing the Factorial Validity of a Chinese Translation of the Self Description Questionnaire (SDQII).
PUB DATE- 97
NOTE- 13p.; Paper presented at the "Our Schools, Our Research" Conference at the University of Western Sydney (Macarthur, New South Wales, Australia, October 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Chinese; *Factor Structure; Foreign Countries; *High School Students; High Schools; Mathematics Achievement; Self Concept; Self Evaluation (Individuals); Student Attitudes; Test Format; Test Use; *Test Validity; *Translation
IDENTIFIERS- *Academic Self Concept; China; Chinese People; *Self Description Questionnaire II

The Verbal, Mathematics, Academic, and General self-concept scales of the Self Description Questionnaire (SDQII) (H. Marsh, 1990, 1993) were translated into Chinese and administered to high school students in China (N=493). Item scale correlations and reliability coefficients were good (alphas=0.85, 0.91, 0.87, and 0.86 respectively). Confirmatory factor analysis the recent slowing in the awarding of faculty status to academic librarians. Results show that faculty in positions 7 or more years wish to maintain the status quo, whereas those just entering academia would relinquish faculty status for a professional librarian position if they retained their benefits. Results also show that tenure is held by half the faculty (only half of which teach) and that a majority of faculty are interested in research and committee work. The cover letter and staff survey are appended. (Contains 22 references.) (Author/SWC)

ED 413 898 IR 056 728

Gonda-Farley, Kristine M.
An Analysis of Interlibrary Loan Requests Made to the Neoucom Information Center from Its Associated Council Hospital Libraries: Maximizing Service to Hospital Libraries in the Era of Hospital Downsizing.
PUB DATE- 96
NOTE- 52p.; Master's Research Paper, Kent State University. Contains light type. Appendix B may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Higher Education; *Hospital Libraries; *Interlibrary Loans; Library Materials; *Library Networks; Library Research; Library Services; *Medical Libraries; Research Libraries; Shared Library Resources; Use Studies; *User Needs (Information); Users (Information)
IDENTIFIERS- Customer Satisfaction; *Northeastern Ohio Universities College of Medicine

This study examines the interlibrary loan requests made to NEOUCOM's (Northeastern Ohio Universities College of Medicine) Oliver Ocasek Regional Medical Information Center in Rootstown, OH from its associated council hospital libraries. A total of 636 interlibrary loan requests from the period July 1994-July 1995 were analyzed. Components of the interlibrary loan form assessed were the requesting hospital; the type, year, and subject of the material requested; time it took to fill the request; if the request was filled on or before the day it was needed; and the type of patron requesting the material. Interlibrary loan requests from the hospital libraries to the Information Center were filled in a short amount of time, and all of the requests analyzed were filled on or before the day they were needed, except one. Three hospitals had the most interlibrary loan requests. Overall characteristics of the most requested type of item were: generally an article from a journal, dated from 1980-1995, and dealing with preclinical sciences. Of the patrons identifying themselves on the interlibrary loan form, 40% were doctors. A profile of each hospital compiled from the study findings is provided. Appendices include a list of Council of Associated Hospital libraries; sample interlibrary loan form; coding sheet; and National Library of Medicine classification sheet. (Contains 20 references.) (Author/SWC)

ED 413 899 IR 056 729

Livengood, Stephanie Plank
An Evaluation Instrument for Internet Web Sites.
PUB DATE- 97
NOTE- 65p.; Master's Research Paper, Kent State University.
LANGUAGE- English

DESCRIPTORS- Bibliographic Databases; Cataloging; *Computer
  Networks; Consultants; Database Design; Guidelines;
  *Information Technology; *Library Automation; *Library
  Development; *Library Planning; Library Services; Library
  Technical Processes; Needs Assessment; Strategic Planning;
  Systems Development; Technological Advancement; Training; User
  Needs (Information)
IDENTIFIERS- Integrated Systems; MARC; Technology Integration

This manual is written for any library planning to introduce a new or replacement automated system. It focuses on planning for an integrated system that computerizes a multiplicity of library functions using one common database. This second edition contains a new section on the preparation of a technology strategic plan, a section on developing system specifications that focuses on the "networked" quality of today's systems, an expanded section on training for staff and the public, and an augmented section on standards that covers transaction formats, nonprint formats, telecommunications, and the transfer of information, as well as bibliographic and item records. The Introduction offers an analysis of how changes in technology are impacting today's library and users' expectations. Part 1, "Creating a Basic Technology Plan," describes how to develop a library profile in preparation for automation, explains how to assess and identify institutional needs and priorities, and shows how to go about writing a technology plan. A technology assessment worksheet is provided. Part 2, "Selecting and Implementing Systems," begins with a System Implementation Checklist. Chapters in this part discuss automation options, developing system specifications, and the process of selecting a system--from preparing the request for proposal through evaluating vendor proposals to making the final decision. Postselection matters--negotiating a contract with the vendor of choice, maintaining the system, and training are also covered. Special attention is paid to meeting system requirements and specifications. Part 3, "Planning System Databases," examines the steps involved in creating and maintaining the "heart" of any system: the library's machine-readable databases. Chapters cover retrospective conversion, maintaining the bibliographic database, weeding, bar coding, and MARC. The final chapter in this part discusses standards in general and identifies specific ones that are crucial to the automation endeavor. The Conclusion offers comments on the life cycle of automated systems and on the benefits of good planning for improved library services. The Appendix considers the consultant relationship--finding, selecting, and working with one. (Author/AEF)

ED 413 919   IR 056 750

Csir, Floyd J.
Evaluation and Criteria of the World Wide Web: Reference Web
  Sites.
PUB DATE- 96
NOTE- 47p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports -
  Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Access to Information; Computer
  Graphics; Educational Research; Evaluation Criteria; Evaluation
  Methods; Higher Education; Information Networks; Information
  Services; Library Services; *Public Libraries; *Reference
  Services; *World Wide Web
IDENTIFIERS- Electronic Resources; Links (Indexing); Search

enrollment program. Findings were examined from studies completed by Pensacola Junior College (PJC) and Tallahassee Community College (TCC) of former dual enrollment students from 1991 and 1992 who did meet standard admissions requirements and who took English and history dual enrollment courses. In addition, systemwide data were collected on former dual enrollment students' performance at their university, as well as the frequency with which courses were repeated. The study found that former dual enrollment students from PJC had the same average grade point average (GPA) at the University of West Florida as all transfers to that university, while former TCC dual enrollment students at the UF had a slightly higher GPA than TCC transfers to the UF in general. Systemwide, of 51,382 dual enrollments for 1991-92, only 140 classes had to be retaken by students between 1992 and 1995, indicating that the program is providing a viable acceleration mechanism for students. Data tables are included. (BCY)

ED 413 937   JC 970 596

Windham, Patricia
A Comparison of Community College Student Demographics by Program Areas. Florida State Board of Community Colleges Research Note RN-02.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Ethnic Groups; Full Time Students; *Majors (Students); Part Time Students; State Surveys; *Student Characteristics; *Student Educational Objectives; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Florida Community College System

Based on data submitted by Florida's 28 community colleges for the fall 1993, 1994, and 1995 terms, this report describes the characteristics of the state's community college students by program area. Following an introductory narrative, six tables are presented providing data on students in adult education, college preparatory, advanced and professional, postsecondary vocational, postsecondary adult vocational, and supplemental vocational programs, respectively. For each program area, data are included on student gender, race, age, full-/part-time status, year in school, dual enrollment and transfer status, educational goal, disabilities, and financial aid status. Highlighted findings include the following: (1) students taking adult education classes were 55% female, 80% part-time, and primarily seeking an adult high school diploma; (2) over 60% of college preparatory students were female, while Black and Hispanic students represented a higher proportion than in the student body in general; (3) advanced and professional students were 59% female and two-thirds White, while another two-thirds aspired to an associate degree; (4) postsecondary vocational students closely resembled the advanced and professional group; (5) Black students were over-represented compared to the student body in general in postsecondary adult vocational courses; and (6) supplemental vocational students had the highest average age, smallest percentage of full-time students, and the smallest percentage of Hispanic students of any category. (BCY)

ED 413 938   JC 970 597

include a discussion with the Fund for the Improvement of Postsecondary Education, project descriptions, evaluation sheets, and sample tests and assignments. (YKH)

ED 413 956   JC 980 009

Ironfield, Elaine
Bridges to Business. Fund for the Improvement of Postsecondary Education Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Bilingual Education Programs; Bilingual Teacher Aides; College Transfer Students; Community Colleges; Cooperative Programs; Cultural Awareness; Educationally Disadvantaged; Higher Education; *Intercollegiate Cooperation; *Language Minorities; Minority Groups; Program Descriptions; Program Effectiveness; School Holding Power; Selective Admission; *Student Recruitment; Two Year Colleges
IDENTIFIERS- Holyoke Community College MA; University of Massachusetts Amherst

Bridges to Business is a dual admissions program between Holyoke Community College (HCC) (Massachusetts) and the School of Management at the University of Massachusetts-Amherst (UMass). Established to attract, educate, and graduate linguistic minority students, the FIPSE-funded program addressed the major problems faced by limited English proficiency students, such as below-average rates of retention and graduation, low aspirations, lack of financial support, and difficulty meeting university admission requirements. Bridges to Business offered academic and personal support services, such as bilingual teaching assistants and workshops, to linguistic minority students enrolled in the Business Studies program at HCC. Students were required to maintain a 2.5 GPA or above and earn at least a C in six predictor courses in order to earn an associate degree and transfer to UMass. When compared with all minority students enrolled at HCC, Bridges to Business students maintained a higher grade point average and rate of retention. Though the inhibiting factors of poverty and a lack of self-confidence proved to be barriers equal to the lack of language proficiency, 7 students out of the program's 43 earned associate degrees and 3 transferred to the School of Management at UMass. Appendices include considerations in reviewing future proposals and acquiring assistance from FIPSE. (YKH)

ED 413 957   JC 980 010

Brantley, Karen
Urban Teacher Program. Fund for the Improvement of Postsecondary Education. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cooperative Programs; Elementary

problem of technical difficulties, students and teachers alike may benefit from the integration of instructional technology with lecture material. (YKH)

ED 413 975 JC 980 033

TJCTA Messenger, 1995-1996.
PUB DATE- 96
NOTE- 110p.; Name changes to "TCCTA Messenger" with the April 1996 issue.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; *Community Colleges; Conferences; Enrollment; Faculty Organizations; Merit Pay; *Part Time Faculty; Participative Decision Making; State Legislation; Tax Rates; *Teacher Employment Benefits; Teacher Retirement; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Texas

Published four times a year by the Texas Community College Teachers Association (TCCTA), (formerly the Texas Junior College Teachers Association (TJCTA)), this newsletter discusses events affecting Texas junior colleges and their faculty, chronicles the efforts and activities of the TJCTA, and provides a forum for discussion of topics related to community college education. The September 1995 issue presents a discussion of 1995 state legislative actions affecting two-year colleges and an analysis of investment options under Texas' Optional Retirement Program/Tax Deferred Account. The December 1995 issue provides a discussion of Texas two-year faculty salaries and inflation; "The Faculty Role in College Decision-Making," by Marc A. Nigliazzo; a table showing 1995-96 base salaries for Texas faculty by college and years of service; "Coping with Conflict in the Workplace," by Charles Burnside; and data for 1994-95 and 1995-96 on compensation and utilization of part-time instructors in Texas by college. The January 1996 issue provides the program for the TJCTA's annual convention, focusing on the theme, "Sharing the Vision," and presents information on TJCTA elections and voting procedures. Finally, the April 1996 issue reviews major issues considered by Texas state legislative committees; presents "Is There 'Merit' in Merit Pay?" by Charles Burnside; and provides data on Texas community, junior, and technical college fall headcount enrollments for 1976-95 and tax rates and assessed valuations for 1994-95 and 1995-96. (BCY)

ED 413 976 JC 980 034

TCCTA Messenger, 1996-1997.
PUB DATE- 97
NOTE- 110p.; ISSN-8750-9644, which applied to former name "TJCTA Messenger," has not yet been chagned and is still being carried on issues published under new name.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Codes of Ethics; *College Faculty; *Community Colleges; Conferences; *Enrollment; Faculty Organizations; *Part Time Faculty; State Legislation; Tax Rates; Teacher Associations; *Teacher Employment Benefits; Teacher Retirement; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Texas

Published four times a year by the Texas Community College Teachers Association (TCCTA), formerly known as the Texas partnership with parents to respond to issues of race, language and culture; and (5) engage in dialogue and reflection about race, language and culture on an ongoing basis. Chapters 7 and 8 call for support of an early childhood workforce which reflects the racial backgrounds of children and families participating, and for continuation of the ongoing research in this field. The book's appendices include a profile of the child care centers, family child care homes, trainers, and resource and referral agencies interviewed. (Contains 62 references.) (AA)

ED 413 993   PS 025 592

Mister Rogers' Neighborhood Child Care Partnership Workshop Guide.
SPONS. AGENCY- Westinghouse Foundation, Pittsburgh, PA.
PUB DATE- 95
NOTE- 46p.; Funding for the Partnership also provided by the Grable Foundation. For the "Mr. Rogers' Plan and Play Book," see ED 411 040. Videotape is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- *Day Care; Early Childhood Education; *Instructional Materials; Preschool Children; *Preschool Education; Programming (Broadcast); *Teacher Workshops; *Workshops
IDENTIFIERS- Historical Background; *Mister Rogers Neighborhood; Rogers (Fred)

This workshop guide and its accompanying videotape are intended to help early childhood caregivers learn about using the "Mister Rogers' Neighborhood" television program interactively and effectively in child care settings. The workshop guide provides preparation instructions, and scripts for three workshops of increasing length: basic, basic plus a communication activity, and basic plus play activity. The workshops incorporate both the accompanying videotape and the "Mr. Rogers' Plan and Play Book". Workshop background materials such as journal articles and a workshop evaluation form are included, as is an outline of the accompanying videotape, "Extending 'Mister Rogers' Neighborhood' to Child Care." The 60-minute videotape is divided into three parts. The first, on television, children, and child care explores the use of quality television and its impact on children's learning, and includes segments from the television program. The second part of the videotape covers themes and format, and traces the evolution of the program and Fred Rogers' involvement with children's television, as well as how the program's consistency, content, pace, and respect for children influence both providers and children. The third part of the videotape provides an overview of the "Plan and Play Book" and discussion of how the book was used successfully in one pilot setting. Segments from the "Mister Rogers' Neighborhood Program" are included throughout the videotape. (HTH)

ED 413 994   PS 025 600

Linde, Dorri B.
Prosocial Problem-Solving Techniques for Conflict Resolution in the Kindergarten Classroom.
PUB DATE- 97
NOTE- 122p.; Master's Final Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

attitudes and concerns of their parents and other figures of authority regarding sex stereotypes. This study was undertaken to: (1) ascertain the prevalence and degree of sex stereotyping in 25 common careers and professions by elementary students; (2) compare all male students to all female students to determine if major differences exist in stereotypic attitudes; and (3) compare fourth- and sixth-grade students to determine if the older students show fewer stereotypic responses. A gender-professions survey was developed and administered to three classes of fourth graders and three classes of sixth graders in three school systems. Results showed that delineation by gender still exists in traditionally stereotyped professions; that males were more rigid in gender/profession assignments, whereas females were more likely to believe that many professions are less gender specific; and that sixth-grade students showed less gender stereotyping that did fourth-grade students. (Contains 26 references.) (EV)

ED 414 012 PS 025 912

Seng, SeokHoon; Choo, Mooi Lee
Primary School Students' Anxiety and Attitudes toward Computer-Based Learning.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Asian Workshop on Child and Adolescent Development (9th, Brunei, September 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Anxiety; *Computer Assisted Instruction; *Computer Attitudes; Elementary Education; *Elementary School Students; Foreign Countries; Student Attitudes; Teaching Methods
IDENTIFIERS- Singapore

The introduction and implementation of computer-based learning (CBL) in primary schools in Singapore has created both benefits and problems. This study examined the attitudes and level of anxiety of 77 students toward CBL through two scales, the Computer Programming Anxiety Scale and the Liking for Computer-Related Activities Scale. Results showed a high level of confidence and feelings of adequacy when working with CBL. Only 5 out of 77 students did not feel confident working on computers, and very few indicated worry about performing on the computer in front of peers or the teacher. The students also had a strong liking for computer-related activities: over one-third of the students expressed a strong liking for learning to use programming software and to install a computer, and about half liked to maintain and repair computers and learn how computers are assembled. These attitudes contrast sharply with those of junior college students, who were investigated in an earlier study. (EV)

ED 414 013 PS 025 913

Van Horn, M. Lee; Dowdy, Bonnie B.; Embow, Allison K.
Dating as a Social Activity: The Importance of Peers.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

perceptions of the uninvolved parent; (4) uncovering prejudices; (5) the "life load"; (6) depression in low income families; (7) the life load and parent involvement; (8) empowerment; (9) linking empowerment to parent involvement; and (10) choosing hard to engage parents for the peer group. The second strategy presented consists of organizing a peer group for social services and parent involvement staff. Three appendices include background information on the development of the intervention, describe three parent surveys that were used in the Parent Involvement Project, and describe male involvement in Head Start. (SD)

ED 414 032 PS 026 001

Miller, Laurie
Welfare Block Grant Basics: Q and A with National Experts. Child Care Action Campaign Issue Brief #6.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Block Grants; *Child Advocacy; Child Welfare; *Day Care; *Federal Legislation; Financial Support; Immigrants; Public Policy; Social Services; *Welfare Services
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; Welfare Reform

This Child Care Action Campaign (CCAC) issue brief details an audio conference convened by CCAC and the Child Care Law Center. Issues discussed include changes and implications resulting from the passage of the Personal Responsibility and Work Opportunity Reconciliation Act. Areas covered, in a question-and-answer format, include: (1) Temporary Assistance for Needy Families (TANF) and how it replaces AFDC, Emergency Assistance, and JOBS (Job Opportunities and Basic Skills) program allocation with block grants to states; (2) work requirements for both states and individuals; (3) funding particulars; (4) child care quality; (5) child care funding; (6) child and adult care food programs; (7) the new law's impact on child care for immigrants; and (8) suggestions for child care advocates on how to influence decisions. (MT)

ED 414 033 PS 026 005

Pasnik, Shelley
Channel One Online: Advertising Not Educating.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; *Consumer Protection; Corporate Support; *Educational Media; Educational Quality; Educational Technology; Marketing; News Media; *School Business Relationship; Secondary Education; *World Wide Web
IDENTIFIERS- *Channel One

Rather than viewing Channel One's World Wide Web site as an authentic news bureau, as the organization claims, it is better understood as an advertising delivery system. The web site is an attempt to expand Channel One's reach into schools, taking advantage of unsuspecting teachers and students who might fall

ED 414 051 PS 026 027

Get Cyber Savvy: A Family Guide. The DMA's Guide to Parenting Skills for the Digital Age: Online Basics, Behavior and Privacy.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Attitudes; *Computer Security; Electronic Mail; Information Industry; Information Sources; *Internet; Online Systems; *Parent Child Relationship; Parent Education; *Parent Role; *Parenting Skills; Parents; Privacy; World Wide Web
IDENTIFIERS- *Computer Resources; *Computer Services; Computer Use

The ability to meet people, visit places around the globe, and make purchases online has added a new dimension to teaching children about the opportunities and accompanying risks that exist in everyday life. The Direct Marketing Association has created this guide to information use, behavior, and privacy on the Internet to help parents supervise their children's learning experiences, even for parents who do not understand the technology well enough to oversee their children's online use. Areas addressed include: (1) how common sense applies to the Internet, easy-to-use parental control technologies, and what the Internet offers; (2) a short quiz to see how much parents already know about the Internet and to get them prepared for other activities; (3) a guided tour, including e-mail, Listservs, World Wide Web, uniform resource locators, and encryption, for parents to follow in the workbook or online at the computer; (4) sample cases of real situations parents and children may encounter online, including issues of personal information, surveys, web stores, password, and directories, and the opportunity to discuss them; and (5) how to develop a set of rules and guidelines for enjoying cyberspace in families, which includes a family pledge document for each family member to sign. (SD)

ED 414 052 PS 026 028

Children's Protection from Violent Programming Act. Report of the Committee on Commerce, Science, and Transportation on S. 363. Senate, 105th Congress, 1st Session, Calendar No. 182.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aggression; Audience Response; Broadcast Industry; *Broadcast Television; *Childrens Television; *Commercial Television; Emotional Response; *Federal Legislation; Mass Media Effects; Networks; *Programming (Broadcast); Television Viewing; *Violence
IDENTIFIERS- Communications Act 1934; Congress 105th; Proposed Legislation; *Television Criticism; Television Networks

Senate Bill 363 is designed to protect American children from the harm caused by viewing violence on television. The bill amends the Communications Act of 1934 to require that violent video programming be limited to broadcast after the hours when children are reasonably likely to comprise a substantial portion of the audience, unless it is specifically rated on the

1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Elementary Education; Ethnic Relations; *Ethnicity; *Females; Foreign Countries; *Friendship; Immigrants; Interpersonal Relationship; Peer Relationship; Sociocultural Patterns
IDENTIFIERS- *Bangladeshis; England

Despite England's long history of research on children's friendships, little is known of what it is like to be or have friends or how developing conceptions of friendship become embedded in children's social lives in increasingly culturally diverse English primary schools. This study, following an extensive search of the literature, explored Bangladeshi girls' friendships in two mixed-age primary school classrooms in England. Ethnographic observations and interviews were used; interview data were characterized by terse responses and children's difficulty in providing applied examples of the expressive dimensions of their friendships. The core theme of analysis was children's enabling and constraining negotiation of friendships within their own tacitly agreed upon boundaries of space and time in the locale. Data showed that for white children, Bangladeshi girls were elusive and ephemeral. They were perceived as always moving, not lingering at a stopping point in the street. Many white children were also aware that religious and cultural constraints affected Bangladeshi girls' opportunities to play outside their own homes or yards. Bangladeshi girls' friendships were situated in domestic and inter-domestic domains and their common ethnic identities. They unwittingly "deconstructed" the street as a place where play and games are appropriate and "reconstructed" it as a locale where modifications of presences and absences is an everyday ethnic-based occurrence. The "movement" of Bangladeshi girls thus helped fuel ethnic-based friendships. (Contains 43 references.) (EV)

ED 414 070 PS 026 074

Bisson, Julie
Celebrate! An Anti-Bias Guide to Enjoying Holidays in Early Childhood Programs.
PUB DATE- 97
NOTE- 149p.; Preface by Louise Derman-Sparks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Childrens Literature; Class Activities; Cultural Differences; *Curriculum Development; Early Childhood Education; *Holidays; Learning Activities; *Multicultural Education; Preschool Education; Religious Holidays; Resources; Social Bias; Stereotypes; Teaching Methods
IDENTIFIERS- *Antibias Practices; Birthdays; Developmentally Appropriate Programs

Noting basic misconceptions clouding the dialogue about the role holidays play in an antibias curriculum for young children, this guide for early childhood practitioners invites them to rethink their approach to holidays and provides the tools for addressing the holiday question in new, creative, and effective chemical nonylphenol and two toys contained the fungicide Fungitrol 11. (Four tables contain findings and details regarding the toys tested. Contains 45 references.) (Author/KB)

ED 414 086 PS 026 099

Tercek, Patricia M.
Mixed-Age Grouping in Kindergarten: A Best Case Example of Developmentally Appropriate Practice or Horace Mann's Worst Nightmare?
PUB DATE- 97
NOTE- 140p.; Master's Research Practicum, Malone College.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Comparative Analysis; *Kindergarten Children; *Mixed Age Grouping; *Preschool Teachers; Primary Education; Private Schools; Public Schools; Surveys; *Teacher Attitudes
IDENTIFIERS- Developmentally Appropriate Programs

This practicum study examined kindergarten teachers' perspectives regarding mixed-age groupings that included kindergarten students. The study focused on pedagogical reasons for using mixed-age grouping, ingredients necessary for successful implementation of a multiage program that includes kindergartners, and the perceived effects of a multiage program on kindergartners. Participating were 48 public and private school kindergarten teachers from Ohio and Kentucky who taught in multiage settings. Questionnaire results indicated that teachers believed schools implemented multiage programs because they viewed them as benefiting children; encouraging appropriate, student-centered, practices; reducing pressures for competition; developing peer learning; facilitating flexible student pacing; and promoting a family-like climate. Necessary components for successful implementation of mixed-age grouping included developmental curricula, pre-implementation discussions, parental knowledge and support, ongoing staff development, a supportive administration, and visits to existing multiage programs. Identified benefits for students included the child focus, acceptance of children's uneven development, the level of cooperation, older children acting as models for younger, and improvement in self-esteem, social and leadership skills, language. There were private-public school teacher differences in the concerns presented for kindergartners in mixed-age classrooms, with private school teachers more likely than public school teachers to have no concerns regarding making older children appear less capable than younger, lack of challenge for older children, developmental differences among students, older children feeling exploited when younger ones' ask for help, or younger children feeling intimidated by older classmates. (The survey is appended. Contains 34 references.) (Author/KB)

ED 414 087 PS 026 103

Employers, Families and Education.
PUB DATE- 97
NOTE- 37p.; For related document, see ED 380 227.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Cooperation; Early Childhood Education; Employed Parents; Employer Employee Relationship; Employer Supported Day Care; *Family Involvement; Family Programs;

inconsistent results. This paper also discusses Latino farms and farmers, self-employment and entrepreneurship among rural Latinos, Latino farmworkers, and issues of rural industrialization and restructuring. (Contains 30 pertinent readings.) (TD)

ED 414 103 RC 021 183

Allensworth, Elaine; Rochin, Refugio I.
Rural California Communities: Trends in Latino Population and Community Life. JSRI Statistical Brief No. 7.
SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; Community Change; *Community Characteristics; *Educational Attainment; Educational Status Comparison; *Employment Patterns; Hispanic Americans; Immigrants; Mexican Americans; Poverty; Quality of Life; *Rural Population; Small Towns; Socioeconomic Status
IDENTIFIERS- *California; *Latinos

The relationships among community characteristics and community well-being were examined for all 366 rural California communities with a population of 1,000-2,000. High proportions of Latinos and new immigrants in a community population were positively related to unemployment, percent children, and employment in agriculture, and negatively related to per capita income and educational attainment. However, the data suggest that the problems and poverty of communities with high Latino concentrations resulted from more than just recent immigration. The percentage of college graduates in the community was the strongest predictor of per capita income, while percentage of high school graduates was the strongest predictor of poverty rate, followed by unemployment and greater employment in agriculture. Eight of the 366 communities are compared with each other and the state in terms of income, poverty, education (high school and college graduates), occupational distribution, population growth (overall and for Latinos), immigration patterns, and age distribution (percent children and elderly). Appendices contain profiles of the 8 communities and data on all 366 (population size, percent Latino, percent high school graduates, percent college graduates, per capita income, and poverty rate). (TD)

ED 414 104 RC 021 186

Aponte, Robert; Siles, Marcelo
Latinos in the Heartland: The Browning of the Midwest.
PUB DATE- 94
NOTE- 105p.; Some figures may not reproduce adequately. For follow-up report, see RC 021 181.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Demography; Economic Change; *Educational Attainment; *Employment Patterns; *Ethnic Distribution; Immigrants; Income; *Mexican Americans; *Population Growth; Poverty; Social Indicators; Socioeconomic Status
IDENTIFIERS- *Latinos; *United States (Midwest)

This report provides a Latino-focused assessment of the changing

Jolene Stevano). Individual chapters contain references. (SV)

ED 414 120 RC 021 259

Forbes, Jack D.
Native Americans of California and Nevada. Revised Edition.
PUB DATE- 93
NOTE- 240p.; For first edition, see ED 030 520.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Activism; American Indian Culture; *American Indian Education; *American Indian History; *American Indians; Civil Rights; Culturally Relevant Education; *Educational Needs; Elementary Secondary Education; Federal Indian Relationship; *Multicultural Education
IDENTIFIERS- Bureau of Indian Affairs; *California; Native Americans; *Nevada

This book is designed to provide an introductory synthesis of the history and sociocultural evolution of Native American peoples in the Far West, with strong emphasis on California and Nevada. The book focuses particularly on those historical and cultural experiences likely to have contributed to the present conditions of Native communities and individuals, and on basic concepts related to Indian studies and improvement of Indian education. The book intends to counter widespread "mis-education" about the Native experience in North America, which leaves most non-Indians with a vague idea that Indians were "wronged" at some remote time but no accurate notion of what actually occurred or of the continuing reality of Indian life today. Chapters cover: (1) historical, cultural, and biological (genetic) legacies of American Indians and their significance for U.S. society; (2) the evolution of Native California and Nevada (origin of first Westerners, ancient American cultures, cultural elaboration and variation in the Far West, Spanish invasion and Native response, Mexican-Indian period, Anglo-American invasion); (3) the conquest and accompanying powerlessness and poverty, 1850s-1920s (seizure of Indian lands, labor exploitation, early treaties later ignored by federal and state governments, resistance and survival strategies, Bureau of Indian Affairs, Indian schools and literacy); (4) the Native awakening, 1920-1980s (struggles for equality of citizenship, for land and compensation, against discrimination and poverty, and for better education); (5) basic concepts for understanding Native history and culture; (6) a community-responsive multicultural approach to Indian education (principles, suggestions for personnel training, suggestions for teachers and administrators); and (7) extensive bibliography. Appendix includes the linguistic classification of California and Nevada Indians, with maps. Also included are notes and an index. (SV)

ED 414 121 RC 021 262

Wright, Kenneth T., III, Comp.; Tuthill, Shirley J., Comp.
Innovative Approaches in Rural Education. Rural Information Center Publication Series, No. 54. Revised Edition.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Uses in Education; Curriculum Development; Distance Education;

presents experiential activities to address the 12 steps of recovery adopted from Alcoholics Anonymous. These 12 steps are used worldwide for many other recovery programs and substitutions are made, replacing the word alcoholism or alcoholic with addiction or addict. The 12 steps are presented, along with the principles behind them: honesty, hope, faith, courage, integrity, willingness, humility, brotherly love, discipline, perseverance, connection with God, and giving back to others. Experiential activities are described that promote reflection on and understanding of each of these principles. As a training exercise, these activities provide opportunities for participants to encounter the same kinds of feelings experienced by people in recovery in the course of working the 12 steps. (Author/TD)

ED 414 138 RC 021 284

Johnson, Joyce Dinwiddie
What Is an Efterskole?
PUB DATE- 97
NOTE- 13p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boarding Schools; Educational Environment; Educational History; *Educational Practices; Foreign Countries; Free Schools; *Holistic Approach; Junior High Schools; Middle Schools; *Nontraditional Education; *Open Education; Participative Decision Making; Private Schools; Role of Education; Small Schools; Teacher Student Relationship
IDENTIFIERS- *Denmark; *Efterskoles; Kold (Kristen Mikkelsen)

Danish "efterskoles" are "continuation schools" following elementary school--residential schools that allow students aged 14-16 to defer going to high school while they make choices about their educational future. Efterskoles are based on the principles of N.F.S. Grundtvig, who started folk high schools in about 1850 to educate Danish adults for participation in democracy, and on the principles of Christian Kold, who applied Grundtvig's ideas to children's education. Kold and Grundtvig believed that schools should give enlightenment for life rather than formal or vocational training; key elements of education should include equality in the teacher-student relationship, dialogue, freedom from examinations, freedom to shape one's own life, responsibility to the community, and equal value and dignity for all children. Until 1970 most students came from rural areas, but recent years have seen growing enrollment of children of salaried employees. All efterskoles are small (average 80 students). Efterskoles enjoy complete freedom of curriculum, and school goals are reflected in their physical structure. The government provides 50-85 percent of operating costs but does not interfere in curricula, providing general education requirements are met. Although no formal teacher credentials are required, most teachers have both teacher training and practical skills. The fastest growing educational program in Denmark, efterskoles provide an alternative to the regular public school process and an opportunity to experience a holistic approach to life and learning. Arthur Morgan School (North Carolina), funded in 1962, operates on similar principles. (SV)

ED 414 139 RC 021 285

(4) input evaluation with budgetary details and figures on technology and community resources; (5) the process evaluation which details ongoing efforts that focus on science education; (6) the product evaluation highlighting accomplishments, strengths, deficiencies, improvement plans, and staff accolades; and (7) speculations on the future of science education in the district. Appendices contain data on mastery levels, attitude survey results, and a standards comparison. (DDR)

ED 414 157   SE 060 637

Pashley, Peter J.; Phillips, Gary W.
Toward World-Class Standards: A Research Study Linking International and National Assessments.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.; Carnegie Corp. of New York, NY.
PUB DATE- 93
NOTE- 49p.; "In collaboration with Eugene J. Johnson, Charles Lewis, Nancy A. Mead; Data Anslyses by Duanli Yan."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Foreign Countries; Interviews; Mathematics Curriculum; *Mathematics Instruction; *National Competency Tests; Research Methodology; *Student Evaluation; Test Interpretation
IDENTIFIERS- Educational Testing Service; *International Assessment of Educational Progress; *National Assessment of Educational Progress

This study investigates a linking of the 1991 International Assessment of Educational Progress (IAEP) and the 1992 National Assessment of Educational Progress (NAEP) mathematics assessments. Data to allow such a linking were collected in 1992 from students in the United States who were administered both instruments. Modeling was done using a regression analysis and that model was used as the basis for projecting IAEP scores from non-United States countries onto the NAEP scale. This study focuses on the percentage of students from the IAEP countries who were predicted to fall above the three National Assessment Governing Board (NAGB) achievement levels and investigates four sources of error. These sources of error pertain to not having or not knowing: (1) the true relationship between the IAEP and NAEP assessments; (2) results for the entire IAEP population; (3) simple random samples of students; and (4) the true proficiency level of every student. Results of the study were very encouraging. The relationship between the IAEP and NAEP assessments was quite strong and could be modeled well. (Contains 16 references.) (Author/DDR)

ED 414 158   SE 060 642

Brady, Martha
Dancing Hearts: Creative Arts with Books Kids Love.
PUB DATE- 97
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; *Creative Art; Elementary Education; *Integrated Activities; Learning Strategies; Science Education; Teaching Methods

Book 1 for Grades K-3.
PUB DATE- 98
NOTE- 94p.; For book 2, see SE 060 893; illustrated by Ernest Hager and Lurline Cummings.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Class Activities; Cognitive Style; *Creative Thinking; *Critical Thinking; Instructional Materials; *Interdisciplinary Approach; Language Arts; *Learning Modalities; Mathematics Education; Primary Education; Problem Solving; Science Education; Social Studies; Teaching Guides; *Thinking Skills
IDENTIFIERS- *Torrance (E Paul)

The 40 activities contained in this book were designed to persuade students to think both critically and creatively. The activities call for the use of all 18 of E. Paul Torrance's creative thinking abilities. The theoretical underpinnings for this collection are based upon philosophical and pedagogical beliefs that experiences be positive: if students can succeed in acquiring knowledge and skills, they can grow intellectually, socially, and emotionally. These activities are designed to interest students by means of devices such as humor, mysteries, incongruities, games, and puzzles. Sample questions, each part of a larger set of questions within an activity, challenge students to think about: (1) what occupations various animals might have (Social Studies and Art); (2) what would happen if turkeys were as slippery as eels (Science and Language Arts); (3) what students would be if they could be something that moves but isn't alive (Social Studies and Language Arts); (4) what they would do if they saw a turtle in their boot (Language Arts); (5) what event follows finding a dime or a game of hide-and-seek (Social Studies); (6) whether even sides are needed in tag, dodge ball, and jacks (Mathematics); and (7) which reptile should be called Prince of the Reptiles (Science). The activities reinforce the skills and understandings of the regular curriculum. The table of contents lists curricular tie-ins in language arts, social studies, mathematics, science, health, and art. (PVD)

ED 414 178 SE 060 893

Myers, Robert E.
Mind Sparklers. Fireworks for Igniting Creativity in Young Minds. Book 2 for Grades 4-8.
PUB DATE- 98
NOTE- 104p.; For book 1, see SE 060 892; illustrated by Ernest Hager and Kelita Alberts.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Class Activities; Cognitive Style; *Creative Thinking; *Creativity; *Critical Thinking; Elementary Education; Health Education; Instructional Materials; *Interdisciplinary Approach; Language Arts; Learning Modalities; Mathematics Education; Middle Schools; Music; Physical Education; Problem Solving; Science Education; Social Studies; Teaching Guides; *Thinking Skills

DESCRIPTORS- Content Area Writing; Educational Strategies; Elementary Secondary Education; Interdisciplinary Approach; Learning Strategies; Portfolio Assessment; Science Curriculum; *Science Instruction; Student Evaluation; *Writing Across the Curriculum; Writing Skills

This curriculum guide supports and gives structure to engaging students in writing-to-learn activities in science classes by delineating writing outcomes and assessment. The guide is structured according to the beliefs that students need models, revision is the key to successful writing, writing is a tool for demonstrating learning, and writing is a tool for learning. Among the topics discussed are the reading and writing connection, a writing framework, portfolio development guidelines, a sample portfolio evaluation, rubric assessment strategies, purposes and forms of discourse in science, and instructional strategies. Instructional strategies include lab write-up procedures, expository essay, three-paragraph expository essay, book report format, summarization formats, dialogue journals, pop-up book, riddles, descriptive writing, and business letters. (DDR)

ED 414 197 SE 060 983

Mashhadi, Azam
Advanced Level Physics Students' Conceptions of Quantum Physics.
PUB DATE- 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Singapore Educational Research Association (9th, Singapore, November 22-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; *Cognitive Structures; Concept Formation; *Constructivism (Learning); *Epistemology; Foreign Countries; Higher Education; Knowledge Representation; Learning Strategies; *Learning Theories; Models; *Quantum Mechanics; Science Education; Secondary Education; Thinking Skills
IDENTIFIERS- Analogies; Great Britain

This study addresses questions about particle physics that focus on the nature of electrons. Speculations as to whether they are more like particles or waves or like neither illustrate the difficulties with which students are confronted when trying to incorporate the concepts of quantum physics into their overall conceptual framework. Such questions illustrate the difficulties in using analogies taken from ordinary experience, described mostly by classical models, in explaining the subatomic world. Data for this study were obtained from a semi-structured questionnaire completed by physics students (N=57). The questionnaire consisted of open and closed questions, drawings of particular situations, and attitude scales. Findings indicate that students are inclined to incorporate the new quantum phenomena into the older mechanistic conceptions and that most students are not epistemologically aware that quantum physics constitutes a new paradigm. Contains 16 references. (Author/DDR)

ED 414 198 SE 061 012

Resource Guide to Educational Materials about Agriculture. A Project of Agriculture in the Classroom. 1996 Edition.
PUB DATE- 96
NOTE- 120p.; For previous edition, see ED 385 751.
LANGUAGE- English

ED 414 216 SO 027 557

Johnson, Cheryl
India, '95. Fulbright-Hays Summer Seminar Abroad Project 1997.
PUB DATE- 97
NOTE- 71p.; Some colored papers and photocopied material may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Art Education; Asian Studies; Developing Nations; Ethnic Groups; Fine Arts; Folk Culture; Foreign Countries; Handicrafts; *Indians; Multicultural Education; Non Western Civilization; Popular Culture; Secondary Education; *Visual Arts
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *India

This paper describes benefits gained from a Fulbright-Hays summer study program to India. Included are examples of classroom materials used to teach classes about Indian folk art: puppets, silhouettes, surface embellishment (body ornamentation) including pierced design, visual communication pins, and T-shirt logos. (EH)

ED 414 217 SO 027 650

Chambliss, J. J., Ed.
Philosophy of Education: An Encyclopedia. Garland Reference Library of the Humanities. Vol. 1671.
PUB DATE- 96
NOTE- 720p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Philosophy; Educational Principles; Educational Theories; *Encyclopedias; *Foundations of Education; Higher Education; *Philosophy; Reference Materials

This reference book charts the influence of philosophical ideas that have had the greatest influence on education from ancient Greece to the present. The book covers such classical thinkers as Plato, Augustine, Hypatia, Locke, and Rousseau, as well as such recent figures as Montessori, Heidegger, Du Bois, and Dewey. The encyclopedia consists of 228 articles by 184 contributors, who survey the full spectrum of the philosophy of education. While the emphasis of most articles is on theory, many of them show how the significance of theory for practice. Each article includes its own bibliography which contains internal cross-references and a comprehensive name and subject index. (EH)

ED 414 218 SO 027 734

Wardwell, Lelia, Ed.
The Native American Experience. American Historical Images on File.
PUB DATE- 91
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - General (130)
DESCRIPTORS- American Indian Culture; *American Indian History; American Indian Studies; *American Indians; Elementary

birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian History; *Asian Studies; Foreign Countries; *Foreign Policy; International Cooperation; *International Relations; International Studies; *Korean Culture; Korean War; Secondary Education; Social Studies; *World Affairs; World Problems
IDENTIFIERS- *North Korea; *South Korea

This booklet examines the emergence of the two Korea's and implications for their unification. By tracing the philosophical development of the nations and shared ideas and values, the booklet attempts to explain policy issues faced by the nations and other world powers in dealing with them. Chapters include: (1) "Legacies from the Past"; (2) "Eclipse by Japan"; (3) "Liberation, Two States and War"; (4) "South Korean Politics"; (5) "North Korean Politics"; (6) "The Two Economies"; and (7) "Korea's Relationship to the World." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

ED 414 240 SO 028 999

Dominguez, Virginia R.; Dominguez, Jorge I.
The Caribbean: Its Implications for the United States. Headline Series No. 253.
PUB DATE- 81
NOTE- 99p.; A complete list of Headline Series titles (with ERIC Accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developing Nations; Foreign Countries; *Foreign Policy; Immigration; International Cooperation; *International Relations; International Studies; Migration Patterns; Secondary Education; Social Studies; World Affairs; World Problems
IDENTIFIERS- *Caribbean

This booklet examines the historical roots from which today's Caribbean societies evolved, and the wide variety of social, economic and political entities that make up the Caribbean region today. Separate chapters discuss and compare the economies of the region, its political systems, and the increasingly important phenomenon of Caribbean emigration. The final chapter examines the relationship between the Caribbean and the United States: its past, its present, the future we fear and the future we prefer. Chapters include: (1) "The Formation of Caribbean Societies"; (2) "The Caribbean Today"; (3) "Contemporary Caribbean Economies"; (4) "Caribbean Politics: Stability, Violence and the Currencies of Power"; (5) "Emigration: The Caribbean Diaspora"; and (6) "The Caribbean opportunities to solidify collaborative relationships with families. Preservice programs must emphasize reflective thinking and teaching, encouraging teachers to be open-minded, wholehearted about teaching, and intellectually responsible. In the absence of collaborative skills, it will be far more difficult to ensure that all students are accepted and actively supported in accessing the full array of educational experiences available to them. (Contains 13 references.) (SM)

ED 414 259 SP 037 661

Kirkpatrick, David W.
Alternative Teacher Organizations. Evolution of Professional Associations. Policy Study No. 231.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *Educational Change; Educational History; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; *Teacher Associations; Teacher Improvement; *Unions
IDENTIFIERS- American Federation of Teachers; National Education Association; State Education Associations

This report gives a brief account of the history and policies of teacher organizations in the United States. It provides profiles of several local, state, and national independent education organizations, notes the services they offer for teachers, and discusses their strengths and weaknesses. The first two sections on the National Education Association and the American Federation of Teachers examine the background and membership of each group and the sources of member dissent. The next section examines national independent education organizations, which exist to provide alternatives to the two major national unions. The independent organizations discussed are: the National Association of Professional Educators, the Association of American Educators, and other national alternative education organizations (the Coalition of Independent Education Associations, the Christian Educators Association International, the National Association of Catholic School Teachers, and the Association of Educators in Private Practice, and Concerned Educators Against Forced Unionism). The fourth section examines state independent education associations in Texas, Georgia, Missouri, and other states. The fifth section examines local independent education associations in Ohio and Indiana. The report concludes with a discussion of prospects and problems for alternative associations, offering legal, organizational, and procedural strategies for change that would increase their ability to better represent their members and provide teachers with a diverse arena of professional organizations from which to choose. An appendix lists national and state teacher organizations. (SM)

ED 414 260 SP 037 663

Ramanathan, Hema; Wilkins-Canter, Elizabeth
Training for Cooperating Teachers and University Supervisors in Their Role as Evaluators in Early Field Experiences.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15-18, 1997).
LANGUAGE- English

Atwood, Virginia A.; Shake, Mary C.; Slaton, Deborah Bott; Hales, Rene M.
Beginning Teachers' Perceptions of Their Preparation for, Agreement with and Implementation of Primary School Programs. UKERA Occasional Papers.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Educational Change; Elementary School Teachers; Higher Education; *Preservice Teacher Education; Primary Education; *Program Attitudes; Program Effectiveness; Program Implementation; Surveys; *Teacher Attitudes
IDENTIFIERS- *Kentucky Education Reform Act 1990

This study investigated beginning teachers' perceptions of, preparation for, agreement with, and implementation of Primary School Programs (PSP), one segment of the Kentucky Education Reform Act (KERA). In 1993, surveys were mailed to 630 first year primary teachers in Kentucky. The surveys asked about 15 critical attributes of PSP identified by the Kentucky Department of Education (KDE), including multi-age and multi-ability grouping, developmentally appropriate practice, integrated curriculum, hands-on material, inclusion, performance based assessment, teaming, portfolio assessment, cooperative learning, retention, collaboration, and flexible grouping. The surveys also discussed support the teachers received to implement PSP and degree to which they implemented PSP. Responses from 100 teachers varied widely on preparation for, agreement with, and implementation of individual attributes. Most had received information about KERA during teacher preparation, though 57 said that most of that knowledge was from sources other than their certification programs (teachers, staff development, the media, and KDE materials). Respondents were more likely to implement aspects of PSP for which they felt best prepared and with which they more strongly agreed. Most teachers agreed with hands-on materials and professional collaboration but had problems with student assessment, multi-age grouping, increased inclusion, and retention/promotion issues. Most teachers reported feeling well-supported by the resource teacher during their first year. A figure showing ratings from the respondents regarding the PSP attributes is appended. (Contains 10 references). (SM)

ED 414 279 SP 037 685

McDiarmid, G. Williamson; Kelly, Philip P.
Teachers Planning Professional Development in a Reform Context: The Case of Kentucky.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Change; Educational

ED 414 297 TM 027 743

Davey, Tim; Nering, Michael L.; Thompson, Tony
Realistic Simulation of Item Response Data. ACT Research Report Series 97-4.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; Evaluation Methods; *Item Response Theory; *Simulation; Test Items

Potential solutions to applied measurement problems are commonly evaluated using simulated data, largely because it is often impossible, difficult, or prohibitively expensive to supply the needed volumes of real data. However, answers proved by simulation studied generalize real-world problems only to the extent that the simulated data resembles the real thing. Research has suggested that in the case of generating item responses using traditional unidimensional, logistic response models, this resemblance is less than complete. While gross features of the data such as item passing rates, score distributions, and test reliabilities are modeled adequately, subtler characteristics of real data are often absent in simulation. Accordingly, high-dimensional simulation procedures have been developed that preserve the more subtle characteristics. The simulation process begins by fitting a multidimensional latent trait to a large sample of actual data. Estimated multidimensional item response functions are used to generate data by procedures directly analogous to those used with unidimensional simulations. The procedure is illustrated with an English usage and a mathematics test as simulation templates. (Contains 1 table, 12 figures, and 18 references.) (Author/SLD)

ED 414 298 TM 027 744

Spray, Judith A.; Abdel-fattah, Abdel-fattah A.; Huang, Chi-Yu; Lau, C. Allen
Unidimensional Approximations for a Computerized Classification Test When the Item Pool and Latent Space Are Multidimensional. ACT Research Report Series 97-5.
PUB DATE- 97
NOTE- 22p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Competence; *Computer Assisted Testing; Item Banks; *Item Response Theory; *Licensing Examinations (Professions); Mathematics Tests; *Robustness (Statistics)
IDENTIFIERS- ACT Assessment; Likelihood Ratio Tests; NOHARM Computer Program; Sequential Probability Ratio Test (Wald); *Unidimensionality (Tests)

The primary concern or focus of a certification or licensure test is to obtain valid criterion-referenced information regarding a candidate's competence to practice. When the test is administered by computer, a valid pass/fail decision can be made with fewer items than an equivalent paper/pencil test by targeting items at the passing score and using a likelihood ratio test such as the one used in the sequential probability ratio test (SPRT). When administered on the computer, the SPRT based systems in one city and four states. The volume closes with discussions of the place of performance-based assessment at the national level. The following essays are included: (1) "Access to Excellence through New Forms of Student Assessment" (Dennie Palmer Wolf and Sean F. Reardon); (2) "Can Performance-Based Assessments Contribute to the Achievement of Educational Equity" (Edmund W. Gordon and Carol Bonilla-Bowman); (3) "Authentic Assessment and School Development" (Linda Darling-Hammond and Jacqueline Ancess); (4) "Can Performance-Based Student Assessments Be Psychometrically Sound?" (Robert L. Linn and Eva L. Baker); (5) "Coherence, Assessment, and Challenging Content" (Marshall S. Smith and Jessica Levin); (6) "Coherence, Comprehensiveness, and Capacity in Assessment Systems: The Pittsburgh Experience" (Paul G. LeMahieu and JoAnne T. Eresh); (7) "Rewriting the Tests: Lessons from the California State Assessment System" (Bill Honig and Francie Alexander in collaboration with Dennie Palmer Wolf); (8) "Developing Performance-Based Student Assessments: The Connecticut Experience" (Joan Boykoff Baron); (9) "Statewide Portfolio Assessment: The Vermont Experience" (Richard P. Mills); (10) "Assessment and Accountability in Kentucky's School Reform" (Brian Gong and Edward F. Reidy); (11) "A Vision for the Role of New Assessments in Standards-Based Reform" (Roy Romer and Joy Fitzgerald); (12) "Standards and Portfolio Assessment" (Philip Daro); (13) "The Evolution of College Entrance Examinations" (Donald M. Stewart and Michael Johanek); and (14) "The Evolution of the National Assessment of Educational Progress: Coherence with Best Practice" (Edward H. Haertel and Ina V. S. Mullins). Individual chapters contain references and notes. (SLD)

ED 414 316   TM 027 802

Simola, Hannu
From Exclusion to Self-Selection: Citizenship and Examination of Behaviour in Finnish Elementary and Comprehensive Schooling from the 1860s to the 1990s.
PUB DATE- 97
NOTE- 45p.; Paper presented at the European Sociological Association Conference (Essex, England, United Kingdom, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Behavior Patterns; *Citizenship Education; *Educational Assessment; Educational Change; Educational History; Educational Testing; *Elementary Secondary Education; Foreign Countries; School Restructuring; Standardized Tests; *Student Behavior; Student Evaluation; Teaching Methods
IDENTIFIERS- *Finland

This paper investigated how the examination of student behavior, seen as techniques and their effects, has participated in the construction of citizenship in compulsory schooling in Finland. Data were gathered from "state educational discourse," including national curricula, governmental committee reports, legislative and regulatory material, and teacher handbooks. School year and term reports from 1995-96 were also studied. Four periods were identified as related to the dominant techniques of examination: (1) the old elementary school (1966-1943), dominated by punitive and exclusive techniques, with selective and standardizing techniques nearly nonexistent; (2) the new elementary school (1943-1970), which introduced new showed that Mathematics and Verbal self-concepts were positively correlated with Academic self-concept, but were not correlated with each other. When Chinese and mathematics achievement scores were included in the model as external criteria for construct validation, mathematics achievement correlated highly with Mathematics self-concent but not with Verbal self-concept, whereas Chinese achievement correlated more highly with Verbal than with Math self-concept. Both achievement scores correlated more highly with Academic than with General self-concept. Teachers' evaluation of students' attitude towards schoolwork correlated most highly with Academic self-concept. The results support the validity of the translated version of the SDQII and also the domain specificity of self-concept. (Contains 2 tables and 26 references.) (SLD)

ED 414 335 TM 027 868

Arnau, Randolph C.; Thompson, Bruce; Rosen, David H.
Measurement of Jungian Personality Types.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Fort Worth, TX, April 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Higher Education; Models; Personality Assessment; *Personality Measures; Personality Traits; Psychometrics; Scores; *Undergraduate Students
IDENTIFIERS- Jung (Carl G); NEO Five Factor Inventory; *Personal Preferences Self Description Quest; *Singer Loomis Type Deployment Inventory

The present study was a psychometric evaluation of two recently revised Jungian personality instruments, the Singer-Loomis Type Deployment Inventory (SL-TDI) and the Personal Preferences Self-Description Questionnaire (PPSDQ). The study also examined the relationship between Jungian personality dimensions and the Five-Factor Model of personality (neuroticism, extraversion, agreeableness, openness to experience, and conscientiousness), using the NEO Five-Factor Inventory (NEO-FFI). These three instruments and a demographic questionnaire were administered to 305 college undergraduates. Alpha coefficients indicated very good reliability of scores from the SL-TDI and the PPSDQ. Bivariate and canonical correlations between the two Jungian personality instruments and predicted scales on the NEO-FFI provided support for the construct validity of scores from both Jungian personality instruments. (Contains 1 figure, 3 tables, and 23 references.) (Author/SLD)

ED 414 336 TM 027 869

Crehan, Kevin D.
A Discussion of Analytic Scoring for Writing Performance Assessments.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Arizona Educational Research Association (Phoenix, AZ, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Feedback; *Generalizability Theory; *Interrater Reliability; *Performance Based Assessment;

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Benchmarking; Computer Graphics; *Evaluation Criteria; Hypermedia; *Information Retrieval; Information Science; Librarians; Library Science; Linguistics; Online Systems; *Reference Materials; Reference Services; Screen Design (Computers); Search Strategies; *World Wide Web
IDENTIFIERS- Adult Services (Libraries); Prototypes; *User Guides; *web Sites

This paper describes the creation of a comprehensive evaluation tool for reference librarians in adult service divisions to use in selecting World Wide Web sites as reference sources. Traditional evaluation criteria, endorsed and applied by librarians over the years, are not sufficient for the evaluation of today's hypermedia web site environment. An effective tool must incorporate criteria from the discipline of library and information science, and also from the disciplines of graphic design and linguistics. This study identifies, defines, and discusses the characteristics of a valuable web site. A series of evaluation forms organize and display critical criteria taken from the current literature using the methodologies of content analysis and feature analysis. Prototype testing was conducted on a selective sample of 30 Internet web sites. Modifications and refinements were made to the instrument and incorporated into an accompanying user's manual. This manual defines and discusses the benchmark criteria and explains proper implementation of the instrument in any adult reference setting. No single element such as graphics, content, or user interface determines the quality of an Internet web site. The evaluation instrument affords reviewers the opportunity to examine multimedia, content, and user-interface while providing a quantitative means of rating each respective section. The instrument was created to evaluate individual web sites, not search engines or catalog sites. Appendices comprising half the document consist of the evaluation instrument and User's Guide. (Contains 29 references.) (Author/SWC)

Engines; *Web Sites

This paper applies an evaluation method for World Wide Web sites that provide access to online reference materials at academic and public libraries. The evaluation of Web sites was performed with a questionnaire form focusing on Web site currency, accuracy and relevancy; Web site organization/structure; Web site presentation; URL maintenance; and Web site features. Average scores were tabulated from each of the five evaluation categories and Web sites were compared based on those scores. Six sites were chosen after scanning numerous Web sites at Berkeley Digital Library SunSITE's "Libraries On The Web." It was not proven whether reference sites that have been updated more recently have fewer cases of no URL found than those that have been updated less recently. Second, it would seem the university library reference sites utilize graphics better than the public library reference sites. Also there was very little difference in the quality of sites, although academic sites generally provided more than enough links and public library sites provided too little links. Most of the reference sites evaluated consisted of excessively large pages of links. It appears libraries are constructing reference sites with a linear model or some kind of variation of it. It gives the impression that they could do just as well with a Web search engine, without the library's assistance. (Contains 29 references.) (AEF)

Windham, Patricia W.; Hackett, E. Raymond
The Florida Community College Accountability Plan: An Analysis of Institutional Characteristics and Success at Meeting State Defined Performance Measures.
PUB DATE- 97
NOTE- 54p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (26th, Hot Springs, AR, October 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Institutional Characteristics; Institutional Research; Research Methodology; Research Utilization; *School Effectiveness; State Surveys; *Statewide Planning; Two Year Colleges; *Validity
IDENTIFIERS- *Florida Community College System

In response to the increasing use of state-based performance indicators for postsecondary education, a study was undertaken to review the reliability and validity of state-level indicators in the Florida Community College System (FCCS). Data were collected from literature reviews and the 1996 FCCS Accountability Report, detailing outcomes for 17 accountability measures for the 1993-94, 1994-95, and 1995-96 academic years. Information was also gathered on institution size, program mix, and expenditures for the 28 colleges in the System. In the first phase of the study, the progress made by the colleges on the 17 accountability measures was determined, indicating that progress was shown on only 8 of the measures, including 6 related to retention and success and 2 related to academic performance. In the second phase, the relationship between the measures and institutional characteristics was explored. This analysis revealed that, for associate in arts (AA) programs, higher faculty salaries, a higher percentage of total expenditures spent on instruction, and a higher full-time equivalency (FTE) count were related to higher retention and success. For associate in science (AS) programs, only higher overall FTE and a higher percent of postsecondary vocational FTE students were related to higher retention and success. Thirty-eight sets of tables showing FCCS outcomes for AA and AS programs and a list of variables used in the study are attached. (BCY)

Education; Higher Education; *Intercollegiate Cooperation; Mentors; *Minority Group Teachers; Program Descriptions; Program Implementation; *Teacher Education; *Teacher Recruitment; Teacher Supply and Demand; Two Year Colleges; Urban Education; Urban Problems; *Urban Teaching
IDENTIFIERS- Eastern Michigan University; Wayne County Community College MI; Wayne State University MI

The Urban Teacher Program (UTP) is the result of a collaboration between Wayne County Community College (WCCC), Wayne State University (Michigan), and Eastern Michigan University. It was created to recruit, educate, and prepare minority students for teaching careers in urban elementary schools, where learning is hindered by violence and lack of educational support. Sixty-six volunteer teacher mentors provide counseling and encourage UTP participants to work with children and act as role models. The program includes a course sequence that meets the requirements for an Associate of Arts degree at WCCC as well as the transfer requirements to Eastern Michigan University and credit for six additional education classes. Although there is a lack of documented evaluations, student and teacher reactions to the program have been positive, suggested by the increase in program enrollment. And despite changes in program directors and cessation of state funding, WCCC has continued its sponsorship of the program. UTP, which now includes special education and the secondary education major, has achieved stability since the appointment of key personnel. Further efforts for improvement are underway. (YKH)

Junior College Teachers Association (TJCTA), this newsletter discusses events affecting Texas community colleges and their faculty, chronicles the efforts and activities of the TCCTA, and provides a forum for discussion of topics related to community college education. The September 1996 issue presents a discussion of major, community college-related issues under consideration by the Texas State Legislature; an analysis of 1996 investment options under Texas' Optional Retirement Program/Tax Deferred Account; and an interview with Texas State Senator Bill Ratliff. The December 1996 issue includes a discussion of Texas two-year faculty salaries and buying power; "Emphasis on Ethics in Education," by Charles Burnside; TCCTA's Code of Professional Ethics; and data on 1996-97 base salaries for Texas faculty by college and years of service, and compensation and utilization of part-time instructors by college for 1995-96 and 1996-97. The January 1997 issue provides the program for the TCCTA's annual convention, focusing on the theme "The Community College: A Golden Opportunity." Finally, the April 1997 issue provides a review of major state legislative actions related to community colleges; "The Dilemmas of Dual Credit," by Scott A. Nelson; and data on Texas community, junior, and technical college fall headcount enrollments for 1977-96. (BCY)

PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Anger; *Behavior Change; Behavior Problems; Change Strategies; *Classroom Environment; *Conflict Resolution; *Discipline Problems; *Interpersonal Competence; Kindergarten; Kindergarten Children; Prevention; Primary Education; Social Behavior; Social Development; *Student Behavior
IDENTIFIERS- Social Skills Training

A practicum project was developed and implemented to reduce the incidents of aggressive behavior and impulsive actions among kindergarten students by means of win-win situations for conflict resolution. The objectives for the program were to achieve: (1) a 25 percent decrease of impulsive and aggressive behavior; (2) 50 percent of the target group able to identify at least three forms of anger management; (3) the application of problem-solving strategy for conflict resolution; and (4) a 20 percent increase in the application of problem-solving strategy or anger management techniques to resolve interpersonal, classroom conflicts. The program consisted of 27 lessons integrating children's literature, music and puppets with three strategies: empathy training; impulse control using problem-solving techniques; and anger management for conflict resolution. Three of the objectives were met. The objective to have 50 percent of the target group able to identify three forms of anger management techniques was not met. However, 40 percent of the target group successfully satisfied this objective. (Fifteen appendices include a copy of the teacher survey, target setting behavior referrals, project interviews, weekly lesson schedule, and tallies of pre- and post-project conflict incidents. Contains 37 references.) (Author/AA)

DESCRIPTORS- Affiliation Need; Behavior Problems; *Dating (Social); Developmental Stages; Early Adolescents; Intermediate Grades; Junior High Schools; Peer Groups; *Peer Influence; Peer Relationship

This study focused on peer influences on dating, assessing the impact of peer attitudes about dating on the individual's affiliative system and examining the relationship between problem behavior and dating experiences. The study's final goal was to assess the relationship between the importance of affiliative activities and the extent of dating. Data were collected from 398 sixth, seventh, and eighth graders by means of a pencil and paper questionnaire; a subset of eighth graders completed a second questionnaire and had a personal interview. One key component was linking respondents to the responses of their peers. Participants listed their five best friends in school; peer network data were thereby available for 67 percent of respondents. Results showed that: (1) the importance of affiliate behavior as reported by peers is related to the adolescent's reported importance of affiliative behaviors; (2) that while problem behavior is related to initiation into dating, peers' reports of problem behavior are not related to the adolescent's dating experience; and (3) that formation of a romantic view (comprised mostly of affiliative behaviors during early dating) and the onset and frequency of dating are independent of each other. (EV)

prey to spurious claims. This paper recommends that teachers find alternative, reliable news sources that seek to educate and inform young people, not to market to them. The paper provides a detailed description and analysis of content on Channel One's web site and American Online (AOL) area, including: (1) promotion of Channel One activities and people (such as web schools and contests); (2) information about news topics; and (3) information solicitations from students. It also describes the use of advertising banners, multi-layered marketing, and self-promoting links. Appendices present a sample Channel One survey and a news article on advertising in schools. (EV)

ED 414 034 PS 026 006

Di Gangi, Joseph
Lead and Cadmium in Vinyl Children's Products. A Greenpeace Expose.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; Children; Consumer Protection; *Hazardous Materials; *Lead Poisoning; Poisons; *Safety; *Toys
IDENTIFIERS- Cadmium; Child Safety; Phthalate Esters; Vinyl Chloride

Polyvinyl chloride (vinyl or PVC) is a substance widely used in children's products. Because children in contact with these products may ingest substantial quantities of potentially harmful chemicals during normal play, especially when they chew on the product, this Greenpeace study examined the levels of lead and cadmium in a variety of consumer products. A collection of 131 PVC products, including clothing, backpacks, toys, and household items, were purchased (in the Chicago area) at national chain stores such as K-Mart, Walmart, Target, and Toys R Us. Findings indicated that about 20 percent of the products contained from 100 to over 22,000 parts-per-million lead, with 18 percent of the products exceeding the maximum lead limit recommended by the Consumer Product Safety Commission. All the lead-containing products contained varying levels of cadmium, a known carcinogen. The study was replicated with the same results with products purchased in California, 10 major U.S. cities and Montreal, Canada. Several products released lead- or cadmium-contaminated dust over a 4-week period. (Additional materials appended to this report include a consumer bulletin, the summary of an additional study on the level of phthalates in PVC products, a scientific contact list, and background information on soft PVC toys. Five separately issued news releases, fact sheets, and copies of newspaper articles are appended; they discuss: lead and cadmium toxicity, exposure, and regulation; the reason for the Greenpeace investigation; regulation of lead in vinyl products, stabilizers in PVC, and the materials and methods used in the study. Contains about 35 references.) (KB)

basis of its violent content so that it is blockable by electronic means specifically on the basis of that content. This report on the Bill provides background information on television violence and details the legislation. Section 1 of the report addresses background and needs for such legislation. Section 2 describes the historical Congressional concern over the amount of violence on television. Section 3 summarizes research on television violence and violent behavior, while section 4 addresses the growth of television violence. Section 5 presents anecdotal evidence of the effect of television violence. Section 6 provides a summary of the response by the television community, including: (1) public service announcement; (2) common television code; (3) warning labels; and (4) industry-proposed ratings system. Section 7 provides response to the industry's proposed ratings system. Section 8 provides summary information on actions taken in other countries. Section 9 discusses the issues of constitutional analysis. The final sections describe the legislative history of this bill. (Author/SD) ways. The three sections of the guide discuss rethinking the holidays, planning for change in teaching approaches, and aspects to consider when using holidays in the classroom. Chapters 1 and 2 examine the personal and social meanings of holidays, as well as current approaches and new ideas for celebrating, noting the benefits of a holiday curriculum. Chapter 3 helps practitioners examine their feelings and relationships with their students' families, while chapter 4 suggests ways to formalize the holiday approach into a written policy. Chapters 5 and 6 provide guidelines about selecting holidays to meet particular curricular goals. Chapter 7 presents evaluation strategies. Chapter 8 offers information concerning developmentally appropriate curricula while incorporating holidays. Chapter 9 explains how and why activities should reflect the home practices of all children in class, and chapter 10 addresses the appropriateness of introducing a holiday that no one in the group celebrates. Chapter 11 provides opportunities for critical thinking regarding stereotypes and commercialism and working to counter bias. Chapter 12 offers information on addressing the topic of religion sensitively and appropriately. Chapter 13 addresses how to meet the needs of everyone in the group when some families do not want their children to participate in some holiday activities, while chapter 14 gives examples of how the strategies are applied in individual classrooms. The book concludes with a list of 75 children's books about holidays and adult resources. Contains 44 references. (KB)

*Family School Relationship; *Parent Participation; Parent Student Relationship; *Partnerships in Education; Program Descriptions; School Age Day Care; *School Business Relationship; School Community Relationship; School Policy

Family involvement in education is good for business, critical to children's school achievement, and important in creating strong and vibrant communities. This report discusses the role of businesses and employers in helping partners and family members be more involved in children's learning. Throughout the report, programs at specific companies are highlighted. The introduction, "Better Education Is Everybody's Business," notes that President Clinton's "Call to Action for American Education in the 21st Century" provides a focus for needed changes in education, while encouraging local initiative and business involvement. The next chapter, "Business' Bottom Line," discusses how employers can support employees who need to balance the demands of work and home and the research indicating that parents have a powerful influence on students. The third chapter, "Integration of Work, Family and Education," discusses company policies that support family and employee involvement in education, including flextime, part-time work options, telecommuting, and time off for school activities. This chapter also discusses how companies support families through worksite and offsite programs, including child care programs, employer-sponsored seminars, parenting and training programs, family support and information groups, resource and referral services, newsletters and Web sites, and literacy training for adults. The fourth chapter, "Community Based Efforts," notes that employers are providing resources, funding special school projects, establishing volunteer/mentor programs at many schools, and initiating public awareness campaigns about the importance of education and parent involvement. The report concludes with a discussion of the Partnership for Family Involvement in Education, an initiative to promote children's learning through the development of family-school-community partnerships. A Statement of Commitment is included, which employers can fill out and mail to the Partnership for Family Involvement in Education. Contains 14 references and a resource list of organizations, programs, and companies. (LPP) demographic and economic landscape of the Midwest between 1980 and 1990. Over 56 percent of the region's population increase was accounted for by Latinos, of which persons of Mexican origin were the largest proportion. The White population decreased by over 300,000 persons, with the remainder of the growth evenly divided between Blacks and "other." Illinois, particularly the Chicago area, showed the most Latino growth, with Michigan second. Whites, Blacks, and Latinos all experienced income declines, but Whites lost the least, followed by Latinos, and Blacks. Nearly a third of the region's Blacks were in poverty, over 1 in 5 Latinos were poor, while less than 1 in 10 Whites were impoverished. Among Latinos, Puerto Ricans showed poverty rates equal to Blacks. Latinos trailed all others on educational attainment indicators, despite the fact that Latino labor force participation exceeded that of Whites and Blacks. Although median household income of Latinos was higher than that of Blacks, it was less than that of Whites. Because of larger household size among Latinos, the per capita income for Latinos and Blacks was about equal. Research is needed to determine what factors accounted for the disproportionate downturn in income for Blacks and Latinos. Frequently broken down by state, Midwest demographics based on census figures are depicted in 34 tables and 36 figures. (TD)

*Educational Innovation; Elementary Secondary Education; *Financial Support; High Risk Students; Minority Groups; Multicultural Education; *Organizations (Groups); Partnerships in Education; Periodicals; Public Schools; *Rural Education; Special Education; Staff Development; Teacher Education

As telecommunications advance at a rapid pace, rural public school systems must take advantage of new teaching methodologies and tools such as distance learning, experiential education, and computer networking. This publication provides access to the current literature on innovative educational strategies to increase learning success with minorities, youth-at-risk, gifted, emotionally and physically handicapped, as well as rural students. It lists 141 annotated entries in the areas of general resources; curriculum design, teaching methods, and teacher training; distance education; funding for rural education; partnerships in schools; special needs (multiculturalism, high-risk students, special education); and technology. Addresses and other contact information are given for 30 journals and 47 organizations at the federal, national, and regional levels interested in rural education and educational equality. (SAS)

Konrad, Kathleen; Bronson, Jim
Handling Difficult Times and Learning Resiliency. (Are You Working with the Heartwood or Just the Bark?)
PUB DATE- 97
NOTE- 13p.; In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings; see RC 021 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Coping; Defense Mechanisms; *Experiential Learning; *Individual Development; Interpersonal Competence; Models; *Resilience (Personality); Risk; Role of Education; Self Esteem; Social Development; *Social Environment; Teacher Student Relationship

This paper examines resiliency and how it can be fostered through experiential programs. Resiliency is defined as the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social competence despite exposure to severe stress. A summary of research findings concerning resiliency presents the characteristics of resilient people, the defensive aspect of resilience, defensive versus coping responses, an experiential learning model of resilience, and organizational and instructional practices that help others develop resilience. The results of resiliency research may be incorporated in experiential programs through a paradigm shift from an "at-risk" perspective to one that views people as resources, as experts in their own lives, and as possessing innate mental health and well-being. The building of resilient people is a long-term process of healthy human development based on nurturing, participatory relationships that are grounded in trust and respect and reach toward valuable goals. Four causes of inappropriate behaviors and five ways to handle them are listed. Thirteen core competencies are outlined for program staff in resilience-focused programs. Contains 17 references. (TD)

IDENTIFIERS- Activity Based Curriculum

This book focuses on the integration of children's literature and creative arts. Each chapter begins with a "Background" section designed to familiarize the reader with the children's book that is showcased. This is followed by the "Hook" activity, a starter experience that involves the entire class in a doing-and-listening format. The next section of each chapter is the "Discussion" piece in which students respond to the book. Activities in music, drama, creative writing, movement, visual arts, media arts, poetry, and other art forms follow. Most of the activities can be adapted to any elementary age or grade level and include a list of necessary materials. Each chapter ends with three culminating activities: (1) a "Community Activity" involving the entire class; (2) the "Reflective Question" or "Journal Entry"; and (3) the "Related Books" and "Related Music" bibliographies. Books used in these activities include: "Alphabet City" (Stephen T. Johnson); "The Big Pets" (Lane Smith); "The Brook" (Alfred Tennyson); "Chrysanthemum" (Kevin Henkes); "Cloudy with a Chance of Meatballs" (Judi Barrett); "The Great Kapok Tree" (Lynne Cherry); "The Greedy Triangle" (Marilyn Burns); "I Am an Artist" (Pat Lowery Collins); "My Aunt Arizona" (Gloria Houston); "My Mama Had a Dancing Heart" (Libba Moore Gray); "One Watermelon Seed" (Celia Barker Lottridge); "The Other Way to Listen" (Byrd Baylor); "Roxaboxen" (Alice McLerran); "Switch on the Night" (Ray Bradbury); "Time Flies" (Eric Rohmann); "The Tub People" (Pam Conrad); "The Whales' Song" (Dyan Sheldon); "Wilfrid Gordon McDonald Partridge" (Mem Fox); "Yonder" (Tony Johnston); and "Yo! Yes?" (Chris Raschka). (AIM)

IDENTIFIERS- *Torrance (E Paul)

The activities in this book were designed to encourage students to perceive what is going on around them, to be both receptive to and critical of the ideas of others, to analyze problems, to elaborate upon ideas, to explore possibilities, and to see relationships. The activities call for all 18 of E. Paul Torrance's creative thinking abilities. The materials reflect an educational philosophy based on assumptions of natural curiosity: the classroom as an ideal setting for encouraging young people to develop creative thinking abilities; and the importance of a sensitive, alert teacher who is supportive and nonjudgmental as students are trying out ideas and combining different elements during the early stages of the creative process. These activities begin with warm-up exercises to get students prepared to use their own ideas. These exercises are followed by a problem or series of questions. The third stage has students producing some ideas on their own, and the final stage involves students in evaluating their own ideas by determining how successful or effective they are. Sample topics that students consider are: (1) Changes (Social Studies); (2) Wise sayings and superstitions (Science); (3) Warnings, both serious and whimsical (Language Arts); (4) Substitutions (Health); (5) Chance (Mathematics); (6) Film music (Music); and (7) Sights, smells, and sounds (Art). The activities reinforce the skills and understandings of the regular curriculum. The table of contents lists curricular tie-ins in language arts, social studies, science, mathematics, health, music, and art. (PVD)

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agriculture; Agronomy; Animal Husbandry; *Audiovisual Aids; Botany; Educational Games; Elementary Secondary Education; Entomology; Environmental Education; Food; Horticulture; *Instructional Materials; Learning Activities; Meteorology; Nutrition Instruction; Physical Geography; Public Policy; *Resource Materials; *Science Education; Soil Science
IDENTIFIERS- Agricultural Economics; Agricultural History; *Agricultural Information; Agricultural Sciences

This resource guide provides a list of materials available from public and private sources on agriculture and related issues. More than 300 organizations and publishers were asked what materials they were producing that could help regular K-12 classroom teachers incorporate more information about agriculture into their instruction. This guide is comprised of those materials. The materials are divided into four sections: (1) printed materials (books, pamphlets, activity and coloring books, and packets or kits of printed materials); (2) audiovisuals, posters and teaching kits (slide sets, videotapes, transparencies, and computer software); (3) resource guides or catalogs; and (4) miscellaneous. In addition to a title index, the guide contains indexes for the content areas of Agriculture and History, the Geography of Agriculture, Agricultural Science and Technology, Agricultural Economics and Society, Agriculture and the World, Careers, Agriculture and Public Policy, Agriculture and the Environment, Nutrition and Food Safety, Materials with Guides for Teachers, and State-Related Materials. Items are listed by title, publisher, and grade level. Format, a description of the content, and price and ordering information are included for almost every entry. (PVD)

Secondary Education; Illustrations; Instructional Materials; North American History; *Photographs; Social Studies; United States History
IDENTIFIERS- *Native Americans

This photo-documentation reference body presents more than 275 images chronicling the experiences of the American Indian from their prehistoric migrations to the present. The volume includes information and images illustrating the life ways of various tribes. The images are accompanied by historical information providing cultural context. The book is organized in five chapters. In Chapter 1, "Prehistory to 1789," groups discussed include the Eskimos, Southwest Indians under Spanish rule, and Eastern Woodland Indians. Chapter 2, "1790 to 1861," includes a discussion of the Five Civilized Tribes, Southeast Indians, and the Indians of the Northwest Coast. Chapter 3, "1862 to 1873," looks at the Santee Sioux uprising in Minnesota, the Modoc War in California, and the Indians of the Great Plains. Chapter 4, "1874 to 1890," covers the Indian Wars on the Great Plains. Chapter 5, "1891 to 1990," presents issues and realities of reservation life, the rise of protest movements,and the revival of traditional Native American culture. A time line chronology is included in the indexed volume. (MM)

ED 414 219 SO 027 775

Biller, Jerry
A Creative Concept in Teaching Math to Art Students: Make-a-Problem.
PUB DATE- 94
NOTE- 9p.; Paper presented at the Annual National Conference on Liberal Arts and Education of Artists (8th, New York, NY, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Creativity; Elementary Secondary Education; Instructional Materials; *Interdisciplinary Approach; *Mathematics Anxiety; *Mathematics Instruction

This paper describes the "Make-A-Problem" activity through which students can reframe their attitudes toward mathematics by putting art into the mathematics class. "Make-A-Problem" contains three sections: (1) problem--the student creates a problem dealing with a specific concept assigned by the instructor; (2) picture--an artistic interpretation of the problem/concept is included in this area; and (3) solution--the problem formulated by the student is solved. Drawing the picture allows the students to put the concept into perspective (a schema) and results in increased comprehension. This approach allows for the lessening of mathematics anxiety and increased learning on the part of the students. (EH) and United States Policy. "Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

ED 414 241 SO 029 000

Moffett, George D.
Global Population Growth: 21st Century Challenges. Headline Series No. 302.
PUB DATE- 94
NOTE- 91p.; A complete list of Headline Series titles (with ERIC Accession numbers, if any) is appended. "This publication is dedicated to Eleanor Roosevelt on the 100th anniversary of her birth."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demography; Family Planning; Foreign Countries; *Foreign Policy; International Cooperation; *International Relations; International Studies; Overpopulation; Population Education; *Population Growth; *Population Trends; Secondary Education; Social Studies; World Affairs; World Problems

This booklet examines the highly complex and highly nuanced subject of population growth and its consequences. The subject is controversial because it lies at the intersection of so many different disciplines. The primary purpose of the book is to define the large measure of common ground that exists among experts with respect to two critical points: (1) what needs to be done; and (2) what can be done. Such an understanding is necessary since population growth is one of the global problems that will bear most heavily on the peace and prosperity of the international system in the future. Chapters include: (1) "Rapid Population Growth: Truths and Consequences"; (2) "The Explosion of the Cities"; (3) "Feeding the World"; (4) "Models of Family Planning"; (5) "Women's Education and Empowerment"; and (6) "U.S. Policy and the Global Agenda." Monographs in FPA's Headline Series are published approximately four times a year and are intended as a resource for teachers and students in the foreign policy area. Each monograph: is about a world area or topic; is written by a noted scholar; is brief (usually 64 pages); is written to be highly readable; and includes basic background, maps, charts, discussion guides, and suggested reading. (EH)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Cooperating Teachers; Elementary Education; Elementary School Teachers; Faculty Development; *Field Experience Programs; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Professional Training; *Student Teacher Evaluation; *Student Teacher Supervisors
IDENTIFIERS- Training Needs

This study investigated perceptions of cooperating teachers, university supervisors, and early field experience directors who were involved in supervising and evaluating preservice elementary teachers. It also addressed whether cooperating teachers and university supervisors were properly trained to be evaluators. Eight cooperating teachers, eight university supervisors, and seven field experience directors from midwestern universities participated. They completed three interview sessions where they (1) identified skills necessary for cooperating teachers and university supervisors as evaluators of early field experiences, (2) described training available to them, and (3) discussed ideal training programs. Results found that most cooperating teachers did not receive much professional development in evaluation, and that universities did not take the lead in providing it. Available training ranged from an introductory meeting to a three-credit course. Evaluators and administrators agreed that teachers would not welcome mandated training. Directors did not see much benefit to training cooperating teachers, though cooperating teachers recognized and appreciated the benefit of training. University supervisors received no training in evaluation or supervision, nor did they express a desire to be trained. Participants differed in the types of training they preferred. Directors were more involved in training cooperating teachers than were university supervisors. (Contains 12 references). (SM)

Innovation; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Participative Decision Making; Principals; Public School Teachers; Public Schools; *Teacher Improvement; Teacher Participation; *Teacher Role; Telephone Surveys
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

To examine how Kentucky teachers perceive their needs and how to best meet those needs in the context of systemic reform, researchers examined teachers' plans for their own professional development. Data came from case studies of 21 Kentucky schools that were part of the Professional Development in the Service of Systemic Reform project and a telephone survey of principals and professional development chairs from 77 schools. Input was also sought from the professional development staff at the Kentucky State Department of Education. Questions focused on the planning process, the decision making process, professional development decisions, character of professional development, teachers' reactions, and unintended consequences. The 1995-1996 telephone survey involved analyzing patterns of professional development planning statewide and within the schools. From both data sources, the evidence indicated that teachers were making the decisions about their professional development. Regarding format, of the 623 professional development activities reported, slightly less than half (303) fit the traditional paradigm description. Secondary schools offered more innovation than elementary schools. Half of the activities had an identifiable curriculum focus, with most in three areas (literacy, technology, and mathematics). Findings showed that while Kentucky teachers are in control of planning their own professional development, their decision-making is limited by available time, the accountability system, and prevailing views of professional development. Fifteen charts are attached. (Contains 14 references). (SM) is frequently referred to as a computerized classification test (CCT) to distinguish it from the usual computerized adaptive test. If the CCT is item response theory-based, an assumption of unidimensionality is usually required, and the concern is when the item pool is not essentially unidimensional. This study investigated the effects that a multidimensional item pool and latent ability space have on the accuracy of the decisions made using CCT. An item pool was created from the multidimensional calibration of six forms of the ACT Assessment mathematics test using the computer program NOHARM. The results with this set of 360 items show that the procedure may be fairly robust to such assumption violations. (Contains three tables and nine references.) (Author/SLD)

selective techniques of examination; (3) the young comprehensive school (1970-1994), which introduced standardizing techniques of examination; and (4) the real innovations of the modern comprehensive school with its variety of self-selective techniques. Virtually all the techniques of behavior examination are individualizing and normalizing, but in the elementary schools the focus has been on deviating students. In the comprehensive school, students have been regarded with more sophisticated and scrutinizing behavior examination. The most ambitious techniques proposed by academics have only been used for short periods or never used. The changing techniques are considered in light of other social changes, especially those in teaching. Central to this discussion is the concept of pastoral professionalism as presented by Michel Foucault. (Contains 74 references.) (SLD)

ED 414 317 TM 027 804

Young, Suzanne; Moore, Alan D.; Shaw, Dale G.; Mundfrom, Daniel J.
Competencies in Graduate Education: What Should Students Know about Research and Statistics?
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Competence; Course Content; Data Collection; *Graduate Students; Graduate Study; Higher Education; Hypothesis Testing; Knowledge Level; *Research Methodology; Statistical Analysis; *Statistics; *Test Construction

Five university faculty members identified six broad topic areas in research and statistics that they considered important for Master's level graduate students. The six areas were: (1) types of research; (2) research process; (3) hypothesis testing; (4) data gathering; (5) descriptive statistics; and (6) inferential statistics. These broad areas were further defined by 31 more specific topics. Test items were developed and administered to graduate students in introductory research methods courses. One sample of 124 students served as the development sample and the other sample of 85 students served as the research sample. It was found that, after taking an introductory research methods course, Master's students were generally prepared to critique research but not to conduct independent, original research. (Contains 1 table and 10 references.) (Author/SLD)

Scoring; *Test Reliability; Writing (Composition); *Writing Tests
IDENTIFIERS- *Analytic Scoring; Scoring Rubrics

Writing fits well within the realm of outcomes suitable for observation by performance assessments. Studies of the reliability of performance assessments have suggested that interrater reliability can be consistently high. Scoring consistency, however, is only one aspect of quality in decisions based on assessment results. Another is generalizability. Research suggests that if the number of ratings per task could be increased, it may yield an increase in "task" generalizability without a dramatic increase in the actual number of tasks. Multitrait analytic scoring strategies for writing performance assessments may increase "task" generalizability over a single holistic score. Research undertaken by G. Roid (1994) supports the potential usefulness of analytic scores as effective sources for feedback to students and as bases for meaningful discussion on the writing process. Work at the Center for the Study of Evaluation at the University of California, Los Angeles, has expanded on the development of methodology and uses of analytic scoring. Work on narrative-writing-specific scoring rubrics has shown promising evidence of reliability and validity. Training in and use of these rubrics has also increased participating teachers' understanding of the quality components of writing. (Contains 3 figures and 15 references.) (SLD)

ED 414 337 TM 027 873

Grasmick, Nancy S.
The Politics of Large Scale Assessment.
PUB DATE- 97
NOTE- 8p.; Paper presented at the National Conference on Large Scale Assessment (Colorado Springs, CO, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Community Involvement; *Educational Assessment; Educational Change; Elementary Secondary Education; *Political Influences; *Public Opinion; State Programs; *Testing Programs
IDENTIFIERS- *Large Scale Assessment; *Maryland; Reform Efforts

The experience of Maryland in implementing large scale assessment in the context of school reform is explored. The ways in which the state Department of Education has worked with divergent groups to build a continuing and strong school reform program are discussed. In 1987 Maryland's governor created a Commission on School Performance. This was the first time that a major educational reform in the state was not directed by the education community. In carrying out recommendations of this Commission, the Department of Education has faced challenges in the following areas: (1) the changing nature of learning in the information age; (2) changing expectations of the public; (3) increasingly large amounts of state and local money needed to fund education; (4) changes in the student population and increased student diversity; and (5) the national politicalization of education. Support from the state's governor, its Board of Education, the legislature, local school systems, teacher, parents, the community, the Religious Right, and businesses has been crucial to the implementation of reform, including the reform of assessment. The process known as reconstitution makes Maryland schools accountable for test results, and a strong test security program makes students accountable for individual results. Sustaining reforms will require a strong focus on public understanding and support and the involvement of the state legislature and the state's teachers. (SLD)

ED 414 338 TM 027 876

Patelis, Thanos; Singer, Judith
Developing Classroom Assessment Tasks Based on a Language Arts Curriculum: An In-service Approach.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; Educational Assessment; Elementary Secondary Education; *Inservice Teacher Education; *Language Arts; *Skill Development; *Test Construction; Training; Urban Schools
IDENTIFIERS- Connecticut

The purpose of this study was twofold: to develop teachers' assessment skills and to enable teachers to apply this

ED 414 355 UD 032 014

Wang, Margaret C., Ed.; Walberg, Herbert J., Ed.
Strategies for Improving Education in Urban Communities. A Collection of Articles in Honor of Edmund W. Gordon and Maynard C. Reynolds.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Context Effect; Disadvantaged Youth; *Diversity (Student); *Educational Improvement; Elementary Secondary Education; Equal Education; Family School Relationship; High Risk Students; *Inner City; Low Income Groups; Partnerships in Education; Poverty; *Resilience (Personality); Urban Areas; *Urban Schools

This collection, which was prepared to honor Edmund W. Gordon and Maynard C. Reynolds for their leadership at the Temple University Center for Research in Human Development and Education, represents the work of researchers from the Center on Education in the Inner Cities. It is organized around the four themes of educational resilience, student diversity, school-family-community connections, and ecological and contextual influences on children in inner cities. The following are included: (1) "Educational Resilience in Inner Cities" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (2) "Influence of Kinship Social Support on the Parenting Experiences and Psychosocial Adjustment of African-American Adolescents" (Ronald D. Taylor, Robin Casten, and Susanne M. Flickinger); (3) "Turning around Five At-Risk Elementary Schools" (H. Jerome Freiberg, Neil Prokosch, Edward S. Treister, and Terri Stein); (4) "Investigating the Pedagogy of Poverty in Inner-City Middle-Level Classrooms" (Hersholt C. Waxman, Shwu-Yong L. Huang, and Yolanda N. Padron); (5) "Serving Students at the Margins" (Margaret C. Wang, Maynard C. Reynolds, and Herbert J. Walberg); (6) "Organizing Schools into Small Units: The Case for Educational Equity" (Diana Oxley); (7) "A School-University Partnership Working toward the Restructure of an Urban School and Community" (Andrea G. Zetlin and Elaine MacLeod); (8) "The Changing Politics of Federal Education Policy and Resource Allocation" (Kenneth K. Wong); (9) "Parent Programs: Past, Present, and Future" (Aquiles Iglesias); (10) "The Effectiveness of Collaborative School-Linked Services" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (11) "Coordinated Services for Children: Designing Arks for Storms and Seas Unknown" (Robert L. Crowson and William L. Boyd); (12) "Determinants of Student Educational Expectations and Achievement: Race/Ethnicity and Gender Differences" (Leo C. Rigsby, Judith C. Stull, and Nancy Morse-Kelly); (13) "The Macroecology of Educational Outcomes" (David W. Bartelt); (14) "Racial and Economic Segregation and Educational Outcomes: One Tale--Two Cities" (William L. Yancey and Salvatore J. Saporito); and (15) "Post-Secondary Employment and Education Status of Inner-City Youth: Conventional Wisdom Reconsidered" (William Stull and Michael Goetz). Each selection contains references. (Contains 35 tables.) (SLD)

ED 414 356 UD 032 015

ED 414 373   UD 032 032

Gottlieb, Jay; Alter, Mark
An Evaluation Study of the Impact of Modifying Instructional Group Sizes in Resource Rooms and Related Service Groups in New York City. Final Report. Revised.
SPONS. AGENCY- New York State Education Dept., Albany. Office for Special Education Services.
PUB DATE- 97
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Class Size; Cost Effectiveness; Educational Finance; Elementary Secondary Education; *Group Instruction; Mainstreaming; Mathematics Achievement; Reading Achievement; Referral; *Resource Room Programs; *Special Education; *Speech Instruction; *Urban Schools
IDENTIFIERS- *New York City Board of Education

New York University studied the impact of increases in instructional group size in resource rooms and speech service in the New York City Public Schools by examining increases in 45 public elementary, middle, and senior high schools. Questionnaires were distributed to parents, and teachers and administrators were interviewed. Observations of resource rooms and analysis of achievement data in reading and arithmetic for general education and resource room students also provided study data. About $26 million was saved from the resource room program, an amount that agreed with projected savings. There was a substantial decrease in the reading achievement scores of resource room students, especially at the sixth grade level. Mathematics scores also declined, but not significantly. Resource room teachers reported that the increase in instructional group size diminished their ability to help students. Direct observations of resource room instruction revealed that very little time was spent on individual instruction. Most resource room students received group instruction. Students, on the whole, did tend to be on task in resource room instruction. Observation also indicated that about one-fourth of instructional time was spent escorting students to and from their classrooms, further decreasing instructional time. As students moved through the grades, they were progressively less likely to attend the resource rooms. Parents, who generally thought that the resource room helped their children, were not usually aware of the instructional group size. Waiting lists for students requiring speech services were reduced substantially, but data were insufficient to determine the impact of changed group size on speech service. These findings led to the recommendation that no more than five students should receive resource room instruction at one time. Eleven appendixes contain questionnaires and study correspondence. (Contains five tables.) (SLD)

ED 414 374   UD 032 033

Wilson, Cindy
Reducing the Negative Impact of Adverse Environmental Conditions on Elementary-Aged Children and Their Families.
PUB DATE- 97
NOTE- 62p.; Master's Practicum Report, Nova Southeastern University.

reports on the program by some participants, and a bibliography of children's literature for the project. (Author/SLD)

ED 414 393 UD 032 055

Ciaccio, Leonard A.; Sanders, James W.
Project Discovery II. FIPSE Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; *College Faculty; College School Cooperation; Disadvantaged Youth; Educational Practices; Federal Aid; High Schools; Higher Education; *Low Achievement; Program Effectiveness; *Secondary School Teachers; Teacher Morale; Urban Schools; *Urban Youth
IDENTIFIERS- *Fund for Improvement of Postsecondary Education; Project Discovery

Project Discovery II was based on a previous highly successful Fund for the Improvement of Postsecondary Education (FIPSE) project called Project Discovery. Teams of high school teachers and college faculty in the project planned and implemented an integrated, discovery based curriculum with groups of block-programmed students in New York City public high schools to keep them on line in academic programs so that they could enter college without need for remediation. The first project targeted average students; the present project worked exclusively with below-average students, focusing on 4 classes of 30 to 35 students each. The program achieved moderate success in significantly improving attendance rates and, by the third year, grades. Deterrents to greater success included various school practices such as assignment of teachers and class scheduling without regard to the welfare of below-average students, but the major obstacle was the lack of basic skills among these students. The project was a major success in raising the morale of participating teachers. An evaluation of the project and interviews with participating teachers by David M. Podell are attached. (Contains five tables and four figures.) (Author/SLD)

ED 414 394 UD 032 056

Greenwood, Peter W.; Model, Karyn E.; Chiesa, James; Rydell, C. Peter
Diverting Children from a Life of Crime. Measuring Costs and Benefits.
SPONS. AGENCY- California Univ., Berkeley.; James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Correctional Institutions; *Cost Effectiveness; *Disadvantaged Youth; *Early Intervention; *High Risk Students; High School Students; High Schools; Incentives; Parent Education; Pilot Projects; *Prevention; Program Effectiveness; Urban Problems; Urban Youth
IDENTIFIERS- Monitoring

This report assesses the cost effectiveness of several crime prevention strategies that involve early intervention in the knowledge to the creation of assessment tasks for the language arts curriculum thereby linking curriculum to assessment. Using a newly developed language arts curriculum, 79 urban Connecticut teachers were asked to develop the assessment component after they participated in a 6-session (12 contact hours) assessment training inservice. It was found that the participants were satisfied with this inservice program. They also reported that information and skills in assessment increased, and suggested that their approaches to teaching were influenced. Suggestions to improve this inservice included more time to develop the assessments and more hands-on work. Using this type of inservice in conjunction with curriculum guide development seemed to provide a means of integrating curriculum and assessment and developing the assessment skills of teachers were developed. Investigations into the impact on student learning are suggested. (Contains 3 tables and 11 references.) (Author/SLD)

ED 414 339 TM 027 879

McFarland, Jacqueline; Wisniewski, Shirley; Vermette, Paul
Comparative Ratings of the Utility of Portfolio Requirements: Toward Content Validity.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 22-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Validity; Correlation; *Education Majors; Higher Education; Methods Courses; *Portfolio Assessment; Portfolios (Background Materials); Secondary Education; Student Attitudes; Student Teachers; Teacher Attitudes; Teacher Educators; *Teachers; Test Construction; *Test Use

While the value of portfolio learning and assessment has gained much support from the educational community, many questions arise as specific implementations are attempted. This study examined one aspect, namely, the content validity of specific requirements, and addressed the question "How do various constituencies (methods students, student teachers, teacher educators, and practicing teachers) rate the utility of various requirements for student teaching and future teaching in general?" The secondary methods instructor at a small teacher education institution designed 15 possible outcomes to be met, and student portfolio submissions were required for all 15 during the spring 1997 semester. At the conclusion of the semester, these various requirements were validated for perceived utility by comparing the rank order data collected from the following: (1) students just completing methods courses; (2) students just completing their student teaching; (3) practicing teachers from the spring 1997 semester; and (4) teacher educators. Results indicated that there were no differences in rank order correlations, suggesting that all four constituencies agreed on the relative importance of the items. These findings have important implications for future designers of portfolios. They may trust that the perception of utility is equivalent across the various groups. (Contains 4 tables and 18 references.) (SLD)

ED 414 340 TM 027 880

Sagor, Richard
At-Risk Students. Reaching and Teaching Them.
PUB DATE- 93
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disadvantaged Youth; Elementary Secondary Education; *High Risk Students; Instructional Effectiveness; Minority Groups; Models; *Multicultural Education; *Student Characteristics; Student Motivation; *Teaching Methods; *Urban Schools

This book provides teaching models, classroom organization schemes, and management practices that can quickly improve a teacher's capacity to reach unmotivated and disengaged students. Examples are drawn from elementary, middle, and secondary schools. After Chapter 1 (Part I) introduces the problem and describes the characteristics of at-risk youth, Chapters 2 through 6 (Part II, "Instructional Issues and Techniques: Lesson Development, Organization, and Behavior Management") speak directly to the instructional issues of lesson development and organization. The goal of all the techniques is to give students feelings of competence, belonging, usefulness, potency, and optimism. Chapter 3 focuses on multicultural education and the use of learning style compatible teaching, topics of special interest to those who teach minority students. Part III, "Schoolwide and Systemwide Issues and Programs," (Chapters 7 through 10) expands the focus to schoolwide and system change issues. Twenty-four appendixes provide supplemental information, including planning guides, worksheets, and forms for use in teaching. (Contains 72 references.) (SLD)

ED 414 357 UD 032 016

Webster, Yehudi O.
Against the Multicultural Agenda. A Critical Thinking Alternative.
PUB DATE- 97
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Anthropology; *Critical Thinking; *Cultural Differences; *Educational Change; Educational History; Educational Philosophy; Elementary Secondary Education; *Multicultural Education; Racial Differences; *Urban Schools

It is suggested that the implementation of multicultural education and multiculturalism would have profound sociopolitical consequences. This work demonstrates significant inadequacies in the social science and philosophical foundations of multicultural education and multiculturalism, such as their use of certain anthropologists' conceptions of separate races and single cultures and their affiliations with realist and postmodernist currents in philosophy. The book introduces education reform proposals grounded in critical thinking principles. Chapter 1, "Multicultural Education: Development, Variants, and Controversies," presents the development of multicultural education, its various definitions, and disputes among its proponents and opponents. Advocacy of multicultural education is grounded in unclear and arbitrary racial and ethnic distributions. Chapter 2,

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Programs; *Community Resources; *Disadvantaged Youth; Elementary Education; *Elementary School Students; Foreign Countries; High Risk Students; Low Income Groups; Parent Education; *Parent Participation; Poverty; Practicums; Program Development; Program Implementation
IDENTIFIERS- Alberta

A practicum strategy was designed and implemented that focused on reducing the negative impact of adverse environmental conditions in one particular neighborhood in a town in Alberta (Canada) with a population of 8,500. Children in this neighborhood were served by one elementary school (enrollment 383), from which the strategy was implemented. The practicum plan was formed from the premise that a coordinated, community-based initiative should be implemented. Components of the strategy were a community resource and awareness utilization questionnaire, a parent support book for families living in the area, and a series of Parent Wellness evenings, which were facilitated by community service providers with expertise in family support. The "Community Resource Awareness and Utilization Questionnaire" was completed by almost half of the parents who received it. Responses showed that cost was a major factor in the ability of families to make use of community resources, such as parks and entertainment facilities. The Parent Support Booklet was rated highly by the 10 families who piloted this resource, and it will be used on an ongoing basis by parents who have children attending the target elementary school. The Parent Wellness sessions will be facilitated during the next school year, with some modifications being made as a result of feedback from parents during the project. The project and its evaluation have helped heighten awareness of factors contributing to the high-risk nature of the neighborhood and how schools can help offset this environment. Five appendixes contain the implementation plan and some of the questionnaires and surveys used. Contains 33 references. (SLD)

ED 414 375 UD 032 035

The Status of Programming for Girls Aged 9-15 in New York City. A Report Submitted to the New York Women's Foundation.
PUB DATE- 96
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adolescents; Children; Early Parenthood; Elementary Secondary Education; *Females; Grants; Inner City; *Needs Assessment; Program Descriptions; Program Development; Program Implementation; Socioeconomic Status; *Urban Schools; *Youth Programs
IDENTIFIERS- *New York City Board of Education

This report was prepared to guide the New York Women's Foundation in its grant-making activities and to provide information for decision making regarding programming for girls in New York City (New York). The Foundation asked the Academy for Educational Development to report on the status of girls aged 9 to 15 by providing data on their socioeconomic and health status, educational achievement, and involvement with the juvenile justice system. They also asked that the extent and nature of programming for girls in this age range be studied, lives of people at risk of pursuing a criminal career. Four different approaches are examined: (1) home visits by child care professionals beginning before birth and extending through the first 2 years of life, followed by 4 years of day care; (2) training for parents and therapies for families with very young school-age children who have shown aggressive behavior or begun to act out in school; (3) 4 years of cash and other incentives to induce disadvantaged high school students to graduate; and (4) monitoring and supervising high-school-age youth who have already exhibited delinquent behavior. The efficacy of these pilot programs is estimated, figuring penalties in effectiveness for scale-up and decay. Larger penalties are calculated for the two earlier interventions, which have been less tested and which also have more opportunity for decay before children reach a crime-prone age. Estimated costs, which do not take into account savings from preventing incarceration of youth affected by the programs, were compared with those of incarceration. Three of the four strategies (but not home visits) compare favorably in cost effectiveness with incarceration. Research has suggested that crime reduction achieved through incarceration can be substantial, but this study suggests that additional reductions can be achieved through parent training, graduation incentives, and delinquent supervision. For less than a billion dollars, graduation incentives and parent training could roughly double crime reduction if they are as effective as these analyses suggest. Two appendixes present some research findings on early intervention and detailed cost effectiveness results. (Contains 8 figures, 28 tables, and 66 references.) (SLD)

ED 414 395 UD 032 057

Case, Karen I.; Oliver, Peter V.
Literacy and Urban Legitimacy: The Case of Political Discourse in an Urban School District.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Institute for Postsecondary Pedagogy (7th, Albany, NY, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Literacy; Models; *News Reporting; *Political Influences; *School Districts; Social Influences; Urban Education; *Urban Schools
IDENTIFIERS- *Discourse; Hartford Public Schools CT; Institutionalization (of Goals); Intertextuality; *Textual Analysis; Textuality

As a starting point in exploring issues of how texts and discourses are affiliated with differing kinds and levels of cultural capital and social power in institutional contexts, this paper considers the experiences of the Hartford (Connecticut) school district to provide definitions of literacy, discourse, and textuality, and their application to urban education, and to address methodology for urban reporting. The political implications of textual research for urban systems are also explored. This exploration of the institutionalizing of urban literacy focuses on discourse as it relates to social and political processes and outcomes, drawing on macrotextual analysis and viewing texts as symbolic actions or means to frame and define a situation. The frame suggested by J. Lemke (1995) of presentational, orientational, and organizational meaning can be applied to the institutionalizing

Colton, Dean A.; Gao, Xiaohong; Harris, Deborah J.; Kolen, Michael J.; Martinovich-Barhite, Dara; Wang, Tianyou; Welch, Catherine J.
Reliability Issues with Performance Assessments: A Collection of Papers. ACT Research Report Series 97-3.
PUB DATE- 97
NOTE- 137p.; The paper by Welch and Martinovich-Barhite was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997), and versions of the other five papers were presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Error of Measurement; Item Response Theory; *Performance Based Assessment; *Test Reliability
IDENTIFIERS- Bootstrap Methods; Polytomous Items; Weighting (Statistical)

This collection consists of six papers, each dealing with some aspects of reliability and performance testing. Each paper has an abstract, and each contains its own references. Papers include: (1) "Using Reliabilities To Make Decisions" (Deborah J. Harris); (2) "Conditional Standard Errors, Reliability, and Decision Consistency Performance Levels Using Polytomous IRT" (item response theory) (Tianyou Wang, Michael J. Kolen, and Deborah J. Harris); (3) "Assessing the Reliability of Performance Level Scores Using Bootstrapping" (Dean A. Colton, Xiaohong Gao, and Michael J. Kolen); (4) "Evaluating Measurement Precision of Performance Assessment with Multiple Forms, Raters, and Tasks" (Xiaohong Gao and Dean A. Colton); (5) "Weights that Maximize Reliability under a Congeneric Model for Performance Assessment" (Tianyou Wang); and (6) "Reliability Issues and Possible Solutions" (Catherine J. Welch and Dara Martinovich-Barhite). (SLD)

ED 414 341 TM 027 915

Riccobono, John A.; Whitmore, Roy W.; Gabel, Timothy J.; Traccarella, Mark A.; Pratt, Daniel J.; Berkner, Lutz K.; Malizio, Andrew G.
National Postsecondary Student Aid Study, 1995-96 (NPSAS:96), Methodology Report. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 517p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Colleges; Data Analysis; *Data Collection; Estimation (Mathematics); *Higher Education; National Surveys; Parents; Research Design; *Research Methodology; Sample Size; *Sampling; *Student Financial Aid; Telephone Surveys
IDENTIFIERS- *National Postsecondary Student Aid Study

This report describes the methods and procedures used for the 1996 National Postsecondary Student Aid Study (NPSAS:96). NPSAS:96, which surveyed over 830 postsecondary education institutions and over 34,000 students and parents, included important changes from previous NPSAS studies conducted in 1987, 1990, and 1993 in its sample design and data collection.

"Multiculturalism: Egalitarian Social Reconstruction through Education Reform," outlines the growth of multicultural education to demands for equal representations of cultures. Chapter 3, "Multiculturalism: An Assessment of Its Analytical Foundations," examines key arguments in various multiculturalist schools, and Chapter 4, "Education Reform, Multiculturalism, and Critical Thinking," is organized around an education model, an educability model, and the incompatibility of multicultural education and critical thinking. (SLD)

ED 414 358 UD 032 017

Wilhelm, Tony; Ladd, Michelle, Ed.
Out of Reach? Latinos, Education and Technology in California.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 97
NOTE- 51p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Hispanic Americans; Minority Groups; *Principals; Public Schools; School Districts; Surveys; *Teachers; Technological Advancement
IDENTIFIERS- *Access to Technology; *California; Latinos

The Tomas Rivera Policy Institute conducted research to clarify the state of technology development in schools in San Bernardino and Los Angeles counties, California and to determine whether meaningful technology access was out of reach for those school districts in which the enrollment was predominantly Hispanic. The empirical investigation, with surveys completed by 54 principals and 123 teachers and interviews with 12 administrators, and case study site visits show that instructional technology is currently beyond the grasp of many Hispanic youth enrolled in California's public K-12 schools. In the school districts studied, the student-to-computer ratio of 14 students for every 1 computer was not significantly different from the state as a whole. However, Hispanic districts were significantly less likely than non-Hispanic districts to receive assistance from school administrators when it came to supporting technology development, in part because the administrators in Hispanic districts perceived many issues to be more significant. Teachers in the Hispanic districts were also more concerned with security and more likely to reduce student access to computers. The research concludes that students lack the tools to compete in today's marketplace, since a working knowledge of information technology is necessary for the majority of new jobs. Aspects of technology development that must be considered in addition to the mere number of computers are professional development, administrative and staff support, and environmental factors in the schools. Public and private sectors in California need to unite to improve access to educational technology for all students. Appendixes present profiles of participating school districts, a list of sites visited, and a list of interview participants. An attachment discusses study methodology. (Contains one table and nine figures.) (SLD)

ED 414 359 UD 032 018

Wilhelm, Tony; Rood, Justin, E.

and that portraits be developed of exemplary programs with analyses of why these programs are beneficial. The Academy was also asked to make recommendations regarding programming. The report is organized into four chapters. Chapter 1 provides a summary of statistical data on the status of girls in New York City. Chapter 2 gives an overview of girls' participation in youth programs and the perspectives of youth programmers on the needs of girls. Chapter 3 describes 3 exemplary programs and highlights factors essential to their effectiveness, and Chapter 4 provides recommendations to the Foundation about strategies it might adopt. Data from a variety of sources indicate that the availability of good programming for girls is shockingly low. Only five programs other than nationally known programs were identified in the city, and few youth workers were knowledgeable about developing separate programs for girls. Statistics on poverty, early parenthood, and the high incidence of health problems related to unprotected sex make the need for programming for girls very evident. Eight appendixes list survey respondents and present instruments used in the study. (Contains 24 charts, 2 tables, and 33 references.) (SLD)

ED 414 376 UD 032 036

School Choice in Cleveland and Milwaukee: What Parents Look For. Public Policy Forum Report.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 21p.; Funding also received from Faye McBeath Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Curriculum; Decision Making; Elementary Secondary Education; Institutional Characteristics; Outcomes of Education; *Parent Attitudes; Private Schools; Public Schools; *School Choice; School Safety; Standardized Tests; Teaching Methods; Test Results; *Urban Schools
IDENTIFIERS- *Cleveland Public Schools OH; *Milwaukee Public Schools WI

The debate over school choice has been dominated by research findings that emphasize the impacts of school choice on standardized test results. This study of the attitudes of parents in Cleveland (Ohio) and Milwaukee (Wisconsin) indicates that test results are not what interest parents most when they are facing school choice. Parents are interested in what is being taught and who is teaching it, and they seldom mention results of achievement tests. Interviews with 270 parents, teachers, and school administrators in these 2 cities showed that information about the school's program, primarily the curriculum and method of instruction, is the most common piece of information parents want in making a decision about where to send their children. Information on teachers is the next most common thing parents mentioned. Other criteria parents mention, in order after school program and teachers, are: (1) school characteristics, such as class size and make-up of student body; (2) general school outcomes, such as development of lifetime skills and advancement to the next grade; (3) safety and discipline; (4) standardized test scores; (5) level of parent involvement; and (6) school reputation. Teachers and administrators also reported that what parents ask about most is the school's program. This agreement among parents is found for both public and private schools. (Contains eight tables.) (SLD) of urban literacy and will be applied to writings from "The Hartford Courant" over a 3-year period. The use of this approach is illustrated through the examination of an article about the school district. When the presentational, orientational, and organizational stance of this type of urban reporting is examined, an intertextuality develops that is deeply political in nature. Public and professional debates in urban systems use systems of intertextuality or sets of preferred discourses. Urban reporting represents this intertextuality and functions as a legitimizing agency that naturalizes or disguises contributions to urban inequities. As textuality becomes a political battleground, the struggle becomes related to critical literacy, reemphasizing the need for educators to think politically about education. (Contains 12 references.) (SLD)

ED 414 396 UD 032 058

Harris, Karen R., Ed.; Graham, Steve, Ed.; Deshler, Don, Ed.
Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms. Advances in Teaching and Learning Series.
PUB DATE- 98
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Differences; *Diversity (Student); *Educational Change; Elementary Secondary Education; English (Second Language); Literacy; Mathematics Instruction; *Multicultural Education; Reading Instruction; School Restructuring; *Teaching Methods; Writing Instruction

Chapters in this book address the problems faced in today's diverse neighborhoods, schools, and classrooms, as well as the opportunities diversity provides. The schools, teachers, administrators, families, and communities drawn on in these selections provide examples of the effective integration of what is known about achieving success for all students as they illustrate what can be and is being done. Many techniques, from explicit instruction to discovery-oriented approaches, are incorporated in the areas of reading, writing, and mathematics. An eclectic combination of teaching approaches is recommended to allow flexibility in meeting the needs of a wide range of students. The following chapters are included: (1) "Self-Renewal: One School's Approach to Meeting the Challenge of Student Diversity" (Steve Graham and Karen R. Harris); (2) "The Four Blocks: A Balanced Framework for Literacy in Primary Classrooms" (Patricia M. Cunningham and Dorothy P. Hall); (3) "Portrait of an Engaging Classroom: Principles of Concept-Oriented Reading Instruction for Diverse Students" (John T. Guthrie and Kathleen E. Cox); (4) "Every Child Can Write: Strategies for Composition and Self-Regulation in the Writing Process" (Karen R. Harris, Tanya Schmidt, and Steve Graham); (5) "Mathematics Instruction in Diverse Classrooms" (Marjorie Montague); and (6) "Strategies for Teaching English-Language Learners" (Russsell Gersten, Scott K. Baker, and Susan Unok Marks). Each chapter contains references. (Contains 10 figures and 8 tables.) (SLD)

ED 414 397 UD 032 059

Ravitch, Diane, Ed.; Viteritti, Joseph P., Ed.
New Schools for a New Century. The Redesign of Urban Education.
PUB DATE- 97
NOTE- 320p.

For example, this current study is the first to use a single-stage institutional sampling design and to select a subsample of students for telephone interviews. It is also the first of the NPSAS studies to take full advantage of extant data maintained in government data files. The introductory chapter describes the background, objectives, methodological issues, and products of the NPSAS:96. In chapter 2, study design and method are summarized. Descriptions and overall outcomes of the stages of data collection are presented in chapter 3. Chapter 4 presents evaluations of procedures used to collect information from institutions, students, and parents, and examines issues related to the quality of data collected. Chapter 5 provides descriptions of data editing, coding, variable construction, and other activities associated with producing data files. The final chapter describes the analysis weight construction and identifies the precision of study estimates. Materials used during the NPSAS:96 survey and related supporting material are provided as 10 appendixes. (Contains 57 tables and 12 figures.) (SLD)

ED 414 342 TM 027 916

Selfa, Lance A.; Suter, Natalie; Koch, Shaun; Zahs, Daniel A.; Kuhr, Brian D.; Myers, Sharon; Johnson, Robert A.; Abraham, Sameer Y.; Zimbler, Linda J.
1993 National Study of Postsecondary Faculty (NSOPF-93). User's Manual Public-Use Faculty and Institution Data.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 349p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coding; *College Faculty; Colleges; Data Analysis; *Data Collection; Estimation (Mathematics); *Higher Education; Institutional Characteristics; National Surveys; Profiles; Research Design; *Research Methodology; Sample Size; Sampling; Teacher Attitudes; *Teacher Characteristics; Teacher Responsibility; Teacher Salaries; *User Needs (Information)
IDENTIFIERS- Data Files; *National Study of Postsecondary Faculty; Statistical Analysis System; Statistical Package for the Social Sciences; User Guides

The 1992-93 National Study of Postsecondary Faculty (NSOPF-93), the second cycle of this study, surveyed institutions and faculty, with a sample of 974 public and private nonproprietary higher education institutions and 31,354 faculty members. The study was designed to provide a national profile of faculty, including their professional backgrounds, responsibilities, workloads, salaries, benefits, and attitudes. This manual was developed with the goal of providing analysts with the information necessary to use and interpret the NSOPF-93 public use files. Chapter 1 provides background information on questionnaire development, sampling, and data collection procedures. Chapter 2, the "Guide to the Data Files and Codebooks," contains information on: (1) content and organization of NSOPF-93 files; (2) identification codes; (3) variable names; (4) derived variables; (5) use of flags and weights; (6) notes on variance estimation; (7) using the Statistical Analysis System (SAS) and the Statistical Package for the Social Sciences (SPSS) to analyze the datasets; (8) a

Latinos and Information Technology. Perspectives for the 21st Century.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Computer Literacy; Computer Uses in Education; *Educational Attainment; *Educational Technology; Elementary Secondary Education; Employment Qualifications; *Hispanic Americans; *Information Technology; Poverty; Technological Advancement
IDENTIFIERS- *Access to Technology; *Home Computers; Latinos

Data from the Current Population Surveys of the U.S. Census were used to construct this report on the access to and use of computers and information technology by the Hispanic population of the United States. The report explores four main issues, each of which is being transformed by innovations in information technology. The first issue considered is that of employment. Computer literacy is rapidly becoming a prerequisite for employability. Latinos lag behind society as a whole in using computers on the job, a reality that increases the prospects for technological obsolescence and potential unemployment. In the second issue, education, a look at the country as a whole shows that currently, about one Latino child in two uses a computer in school, signaling an opportunity for underserved groups to develop the skills they will need in a 21st century economy. Computers in the home is another area of concern. As of 1993, only about one Latino household in eight had access to a home computer, about half the figure for non-Hispanic Whites. Low educational attainment, high poverty, and lower skill occupational status contribute to explaining why Latinos are lagging behind society in gaining access to the information highway. A final issue considered is that of computer-mediated public life. By the year 2000, about 75% of all federal and state services will be processed electronically. Without public and private points of access, many Latinos could be further marginalized from public life. (Contains 7 figures, 6 tables, and 29 references.) (SLD)

ED 414 360 UD 032 019

Wilhelm, Anthony G.
Buying into the Computer Age: A Look at the Hispanic Middle Class.
PUB DATE- 97
NOTE- 25p.; Made possible by Pacific Bell Foundation and SBC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; *Consumer Economics; Educational Technology; Employment Qualifications; Focus Groups; *Hispanic Americans; *Information Technology; *Middle Class; Technological Advancement
IDENTIFIERS- *Access to Technology; *Home Computers

The Tomas Rivera Policy Institute conducted focus groups in the summer of 1997 to gain insight into why there is a gap in computer ownership between Hispanic middle-class families and non-Hispanic families of the same middle class income bracket (between 25 and 50 thousand dollars). Results from 6 focus groups of 15 to 20 heads of household each show that respondents believed strongly that Hispanics need computers to keep up with progress and felt that owning a computer was a priority in their household, at least in the abstract. While

ED 414 377 UD 032 037

Forging New Links. Police, Communities and the Drug Problem.
SPONS. AGENCY- Miriam and Peter Haas Fund, San Francisco, CA.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Drug Abuse; Drug Education; Drug Legislation; Elementary Secondary Education; Government Role; *Juvenile Justice; *Law Enforcement; *Police; *Prevention; Program Descriptions; Program Development; Urban Education; Urban Schools; *Urban Youth

To examine new approaches to drug law enforcement, this report presents a number of police programs that emphasize prevention of drug use or disruption of drug transactions. The report is based on extensive interviews with police chiefs and officers, criminologists, criminal justice management consultants, U.S. Department of Justice personnel, and community coalitions, drawing on the experiences of more than 50 police departments across the United States. Few of these new programs have been evaluated, and there is an urgent need to assess their effectiveness before they are replicated. The report also describes measures that have helped police departments and communities cooperate in developing programs that reach beyond the framework of traditional policing. The following chapters are included: (1) "Introduction"; (2) "The Drug Problem"; (3) "Police Response to the Drug Problem"; (4) "Community Response to the Drug Problem"; (5) "Current Police Approaches: Back to the Beat"; (6) "Drug Control Costs and Federal Police Assistance"; (7) "Future Directions"; and (8) "Methodology." Appendixes include tables of federal assistance to drug control programs and selected findings from a survey of police chiefs. (Contains 2 tables and 36 references.) (SLD)

ED 414 378 UD 032 038

Labercane, George; Griffith, Bryant; Feurerverger, Grace
Critical Language Awareness: Implications for Classrooms in a Canadian Context.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indians; Cultural Awareness; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Limited English Speaking; *Literacy Education; *Metalinguistics; Minority Groups; Program Development; Teaching Methods
IDENTIFIERS- Canada; *Critical Literacy

This paper traces the development of Language Awareness and Critical Language Awareness from their development in the United Kingdom to the Canadian school context and beyond. The term "Language Awareness" (LA), a feature of the British educational system since the 1972 establishment of national study of literacy in classrooms in the United Kingdom, refers to a language awareness element in the school curriculum in late elementary or early secondary school. Basic to the definition of LA is the goal of getting students to become sensitive to the role that language plays in every usage, including school life. In teaching LA, educators want students

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Accountability; Catholic Schools; *Charter Schools; Disadvantaged Youth; *Educational Change; Educational Innovation; Elementary Secondary Education; *Equal Education; *Privatization; Public Schools; School Based Management; *School Choice; School Restructuring; *Urban Education; Urban Schools

Selections in this book, which grew from a seminar at New York University between 1994 and 1996, discuss the recent educational innovations of charter schools, contracting arrangements, and choice that are designed to liberate educators and raise the levels of opportunity for all students. The essays, which focus on the urban experience, explore lessons to be learned from Catholic schools, site-based management, and private entrepreneurs in education, as well as specific developments in New York City, Milwaukee (Wisconsin), and Chicago (Illinois). Taken together, these essays envision a system of dynamic, diverse, performance-based, and accountable schools. The following are included: (1) "New York: The Obsolete Factory" (Diane Ravitch and Joseph P. Viteritti); (2) "The Charter School Movement" (Louann A. Bierlein); (3) "Contracting in Public Education" (Paul T. Hill); (4) "Lessons in School Reform from the Edison Project" (John E. Chubb); (5) "School Choice in Milwaukee" (Paul E. Peterson and Chad Noyes); (6) "Catholic Lessons for Public Schools" (Valerie E. Lee); (7) "Chicago School Reform" (Anthony S. Bryk, David Kerbow, and Sharon Rollow); (8) "Successful School-Based Management: A Lesson for Restructuring Urban Schools" (Priscilla Wohlstetter, Susan Albers Mohrman, and Peter J. Robertson); (9) "The Politics of Change" (Chester E. Finn, Jr.); and (10) "Somebody's Children: Educational Opportunity for All American Children" (Diane Ravitch). (Contains eight figures and nine tables.) (SLD)

ED 414 398 UD 032 061

Remafedi, Gary, Ed.
Death by Denial: Studies of Suicide in Gay and Lesbian Teenagers.
PUB DATE- 94
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Behavior Disorders; Elementary Secondary Education; *Homophobia; *Homosexuality; Lesbianism; Psychological Studies; Psychopathology; *School Role; *Self Injurious Behavior; *Suicide
IDENTIFIERS- *Adolescent Suicide

Research has found that gay men are much more likely to have attempted suicide than heterosexual men, and that their attempts have often occurred during adolescence. The essays in this collection explore the link between sexual orientation and self-injury. The following chapters are included: (1) "Introduction: The State of Knowledge on Gay, Lesbian, and Bisexual Youth Suicide" (Gary Remafedi); (2) "Gay Male and Lesbian Youth Suicide" (Paul Gibson); (3) "Parasuicide, Gender, and Gender Deviance" (Joseph Harry); (4) "Suicide among Homosexual Adolescents" (Ronald F. C. Kourany); (5) "Violence against Lesbian and Gay Male Youths" (Joyce Hunter); (6) "Suicidal Behavior in Adolescent and Young Adult Gay Men" (Stephen G. Schneider, Norman L. Farberow, and Gabriel N. Kruks); (7) "Risk Factors for Attempted Suicide in Gay and guide to hardcopy codebooks; and (9) a description of the NSOPF:93 electronic codebook for institution files. Eight appendixes provide information on data collection instruments, file record layouts, and codebooks. (Contains three exhibits.) (SLD)

ED 414 343 TM 027 917

Monaco, David; Salvucci, Sameena; Zhang, Fan; Hu, Mingxiu;
Gruber, Kerry
An Analysis of Total Nonresponse in the 1993-94 Schools and Staffing Survey (SASS). Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary Secondary Education; *Error of Measurement; Institutional Characteristics; Libraries; Multivariate Analysis; National Surveys; Public Schools; Research Design; Research Methodology; *Response Rates (Questionnaires); Sample Size; *Sampling; School Districts; Statistical Bias; Student Characteristics; *Teacher Characteristics
IDENTIFIERS- Nonresponders; *Nonresponse Bias; *Schools and Staffing Survey (NCES)

This technical report presents results of an analysis of unit response rates for the components of the 1993-94 Schools and Staffing Surveys (SASS). The study was motivated by the general need to evaluate and improve the quality of SASS data and to identify potential sources of nonsampling error associated with nonresponse in SASS. As background, the report describes the survey design and nonresponse adjustment procedures for each of the components of the SASS. A primary focus of the analysis is to compare the response rates for known characteristics of schools, administrators, teachers, school districts, libraries, librarians, and student records, and to assess the extent and pattern of these differences. Where possible findings from the 1993-94 analyses are compared to results from an exploratory analysis of response rates from the 1990-91 SASS. In addition, the hierarchical nature of response rates is examined, and a multivariate model of unit response is developed for one of the SASS components (public schools) to explain the relationship between these factors and the level of unit response. The following chapters are included: (1) "Overview"; (2) "SASS Core Components"; (3) "New SASS Components"; (4) "Summary of Significance Tests"; (5) "Hierarchical and Cross-Classified Testing"; (6) "Measurement of the Sampling Frame and Cooperation Rates"; (7) "Nonresponse Modeling for the Public School Component"; and (8) "Highlights and Recommendations." Appendixes contain response rate tables and a description of tests of association between response status and characteristics. (Contains 80 tables, 64 figures, and 34 references.) (SLD)

ED 414 344 TM 027 974

Brick, J. Michael; Collins, Mary; Chandler, Kathryn
An Experiment in Random-Digit-Dial Screening. National Household Education Survey. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

these respondents saw many advantages to owning a computer, the obstacles were formidable, including finding the right brand of computer, fear of it becoming immediately outdated, and anxiety over pornography on the Internet. Respondents were unanimous in suggesting that computers would help their children, but most heads of household who said they would purchase a computer in the coming year expressed the greatest interest in buying it for themselves. Many respondents expressed a strong trust in the print media and certain television personalities as sources of information and news, while at the same time demonstrating interest in the convenience and diversity of new media, such as the Internet. (Contains five figures). (SLD)

ED 414 361 UD 032 020

Weinbaum, Alexandra
Participatory Assessment in Afterschool Programs. Summary Report.
PUB DATE- 96
NOTE- 43p.; Funding acquired from the Charles Hayden and Robert Bowne Foundations.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *After School Programs; Educational Philosophy; *Evaluation Methods; *Literacy; Participative Decision Making; Program Evaluation; Program Implementation; Program Improvement; Teaching Methods; Urban Schools; Urban Youth; *Youth Programs
IDENTIFIERS- *Participatory Evaluation

This publication documents a participatory assessment project conducted from 1993 to 1995 with four afterschool programs in New York City. Key questions were whether the assessment project would develop the capacity of program staff to assess their own projects and whether the programs were successful in supporting the literacy development of the young people they served. Also considered were aspects of the programs positively associated with literacy development and lessons about the effectiveness of participatory assessment. Chapter 1 discusses the conceptual framework of the participatory assessment process and how it was implemented in this study. Chapter 2 describes the philosophical framework underlying the four programs and provides brief project profiles. These programs were characterized by a focus on young people as resources, not problems, and on literacy as involving many different practices fostered by active learning approaches. In chapter 3, critical aspects of the assessment process are described, and chapter 4 presents recommendations for participatory assessment projects and for strengthening afterschool and other youth-serving programs that support literacy among young people. The assessment process was effective in helping programs clarify their objectives and evaluate themselves. It also contributed to an understanding of the factors that make afterschool literacy programs successful, including a philosophy of youth and literacy development and a pedagogy that emphasizes teaching for meaning and active participation of the learner in an environment that is not school-like. (Contains 22 references.) (SLD)

ED 414 362 UD 032 021

Guerra, Nancy G.; Williams, Kirk R.
A Program Planning Guide for Youth Violence Prevention. A Risk-Focused Approach.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; John S. and James

to understand the roles of politics and culture as they are played out in everyday uses of language. Critical Language Awareness (CLA) represents a conscious attempt to move beyond existing conceptions of LA to pay more attention to relevant social aspects of language. Although LA, and CLA, as theoretical constructs are relatively new to teachers in Canada, they have been used in some classrooms following the introduction of LA in teacher education classes at the University of Calgary by W. Tulasiewicz. Two projects using LA in the classrooms of Native Canadians are described. Two other attempts to develop CLA strategies for use with Native Canadian children are also described briefly. LA and CLA approaches can make a considerable contribution to the literacy development of students. (Contains 16 references.) (SLD)

ED 414 379 UD 032 040

Newbill, Sharon L.; Stubbs, Jeanne P.
Critical Ethnography of an Urban High School.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Anthropological Association (San Francisco, CA, November 20-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Educational Anthropology; *Educational Environment; *Ethnography; *High School Students; High Schools; Magnet Schools; Minority Groups; *School Culture; School Desegregation; Student Attitudes; Student Empowerment; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Grounded Theory

This ethnographic study was conducted to study students', administrators', and teachers' perceptions of and experiences at a Business Technology and Communications magnet high school in a large urban district that has been under court-ordered desegregation since 1985. Triangulation of data collection included classroom observations over 20 weeks, anecdotal data from student focus groups in which 112 students participated, informal structured conversations with students, individual interviews, autobiographical writings of 68 students, and archival data. Findings generated from this study culminated in developing grounded theory. Data identified a student culture of a lack of empowerment and of oppression, with a deep incompatibility between adults (teachers and administrators) and students. These characteristics frame a grounded theory of a facilitative environment driven by the specific absence of attitudinal qualities that promote student empowerment, respect and recognition. Findings from other studies have also indicated a significantly positive correlation between a high level of facilitative environment and success in learning. (Contains 2 figures and 15 references.) (SLD)

ED 414 380 UD 032 041

For Whom the Bell Tolls. The Institutionalization of Homeless Families in America. A Report of Homes for the Homeless.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Bisexual Youth" (Gary Remafedi, James A. Farrow, and Robert W. Deisher); (8) "San Diego Suicide Study: Comparison of Gay to Straight Males" (Charles L. Rich, Richard C. Fowler, Deborah Young, and Mary Blenkush); and (9) "Making Schools Safe for Gay and Lesbian Youth: Breaking the Silence in Schools and in Families" (The Massachusetts Governor's Commission on Gay and Lesbian Youth). The last chapter summarizes the work of the Massachusetts Governor's Commission on Gay and Lesbian Youth, an all-volunteer advocacy group that reports annually to the state's governor. The Commission has made specific recommendations to state agencies and the legislature and to schools to help gay and lesbian students. Recommendations for schools include the establishment of policies to protect gay and lesbian students from harassment, violence, and discrimination, as well as training for teachers, counselors, and staff in crisis intervention and violence prevention. School-based support groups for gay and lesbian students are recommended, along with information about gay and lesbian issues in the school libraries and curricula that include gay and lesbian issues. The entire report and an executive summary are included. (SLD)

ED 414 399 UD 032 062

Trump, Kenneth S.
Practical School Security: Basic Guidelines for Safe and Secure Schools.
PUB DATE- 98
NOTE- 122p.
LANGUAGE- English
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Crime Prevention; Educational Practices; Elementary Secondary Education; Higher Education; Law Enforcement; *Police School Relationship; Political Influences; *School Security; Security Personnel; Urban Schools; *Violence
IDENTIFIERS- Metal Detectors

RThis book is written primarily for elementary and secondary school administrators and teachers, but college faculty involved in providing teacher or administrator education would also benefit from the practical approach to issues of school security. Chapters 1 through 3 establish a framework for dealing with the myths and realities of school violence that cloud effective handling of security issues. The first two chapters cover the real threats to school security and the impact of politics on responding to these issues, and chapter 3 offers practical suggestions for dealing with the threats and the politics. The major issues identified are aggressive and violent behavior, drugs, weapons, gangs, and stranger danger. Chapters 4 through 7 explain how to take action, beginning with the security assessment process in chapters 4 and 5. Chapter 6 focuses on popular strategies used to improve school security, including metal detectors, cameras, and security equipment. Chapter 7 looks at security issues as they reflect the community outside the school. It also provides tools to use in working with the media while dealing effectively and proactively with school security issues. (Contains 15 references.) (SLD)

ED 414 400 UD 032 064

Piatt, Bill

PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Attainment; Elementary Secondary Education; *Family (Sociological Unit); National Surveys; Research Methodology; *Response Rates (Questionnaires); Responses; Sample Size; Sampling; *Screening Tests; *Telephone Surveys
IDENTIFIERS- *National Household Education Survey; *Random Digit Dialing

Much of the literature on random-digit-dial (RDD) response rates focuses on the benefits and drawbacks of various screening and sampling procedures. The common assumption is that enumeration is more invasive, leading to lower response rates, but there are concerns about population coverage and self-selection with other methods. When the target population is found in a subset of households, a screen-out question may be used to eliminate ineligible households prior to employing sampling methods. Using approximately 10,000 telephone numbers from the National Household Education Survey (NHES) sampling frame, this experiment examined the impact on screening response rates of: full enumeration of all households (no screen-out) versus a screen-out question, and mailing an advance letter. An RDD sample was divided into four quarter samples: (1) screen-out and letter; (2) screen-out and no letter; (3) no screen-out and letter; and (4) no screen-out and no letter. Response rates were significantly higher in the screen-out condition. The advance mailing increased cooperation in the no screen-out condition, but not in the screen-out condition. The no screen-out condition consumed substantially more resources than a screen-out sample of the same size, but also provided more data for each completed case. Implications of this experiment for the design of future surveys are discussed. Two appendixes present the NHES field test letter and the advance letter. (Contains 7 tables, 1 exhibit, and 24 references.) (Author/SLD)

ED 414 345 UD 031 766

Beyer, Dorianne
School Safety and the Legal Rights of Students. ERIC/CUE Digest, Number 121.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 6p.; Based on "School Violence and the Legal Rights of Students: Selected Issues" by Dorianne Beyer, published in the monograph "Preventing Youth Violence in Urban Schools: An Essay Collection," available from the ERIC Clearinghouse on Urban Education ($10).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Civil Rights; *Court Litigation; Crime; Discipline Policy; *Drug Use Testing; Elementary Secondary Education; Federal Legislation; In Loco Parentis; *School Safety; *Search and Seizure; State Legislation; *Student Rights; Violence
IDENTIFIERS- ERIC Digests; *Fourth Amendment

This digest presents a brief review of recent Fourth Amendment decisions that affect the rights of students and the parameters of schools' authority to maintain a crime-free environment.

L. Knight Foundation, Miami, FL.
PUB DATE- 96
NOTE- 79p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; Cooperation; Guides; Needs Assessment; *Planning; *Prevention; Program Development; Program Evaluation; Program Implementation; *Violence; *Youth Programs

This planning guide is designed to help communities answer important questions about programs to address youth violence, including finding out the types of programs that are effective and learning how to implement them. The guide is divided into four sections. Section 1, "Key Facts about Youth Violence," presents key facts about youth violence with information that can help communities develop a local response to violence. Section 2, "Approaches to Community Collaboration," reviews different approaches to assessing community needs and resources and how to mobilize the community to meet those needs. Section 3, "Promising Programs," focuses on how to develop community-based violence prevention, intervention, and youth development strategies, including a menu of programs and activities that can be incorporated into local efforts. Section 4, "Program Implementation and Evaluation," discusses how to implement programs effectively and how to evaluate their impact. Community worksheets are provided as appendixes at the end of the program planning guide to help communities think about the local violence problem. Fact sheets are included to pinpoint aspects of community youth violence. (Each section contains references and resource materials.) (SLD)

ED 414 363 UD 032 022

Hallinger, Philip; Bridges, Edwin
Problem-Based Learning. Resources for Urban School Leadership Training.
PUB DATE- 97
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Education; Competence; Cooperative Learning; Elementary Secondary Education; *Instructional Leadership; *Leadership Training; *Principals; Problem Solving; Professional Development; *Urban Schools
IDENTIFIERS- *Problem Based Learning

This comprehensive guide explores Problem-Based Learning (PBL), an innovative approach to leadership training. PBL has been adapted from its original use in medical school training into a tool for administrator preparation. In PBL, a real-life scenario with an open-ended problem or question for which there is no single right solution is presented. Teams of participants work together to develop a solution. This guide explains PBL and contains resources to help urban school leaders develop through PBL. Chapter 1, "Urban Leadership Development: Five Core Competencies" by Lynn Stinnette, Robin LaSota, and Robin Fleming identifies competencies critical for school leadership.

DESCRIPTORS- Day Care; Disadvantaged Youth; *Educational Attainment; Family Environment; *Family (Sociological Unit); *Homeless People; Job Skills; *Low Income Groups; Poverty; Social Problems; *Social Support Groups; Urban Problems; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Institutional Practices; Welfare Reform

This report addresses the failure of U.S. systems of support for homeless families, the impact of this failure on the nature of poverty across the country, and common sense options for turning failure into success. Extensive histories of participation in U.S. institutions of support are not spread evenly across the homeless population. While about 50% of those who are homeless and poor grew up in families that did not spend time on welfare, the other half grew up in families that relied on support institutions at least part of the time. The institutions were never designed for long-term improvement of family conditions, and they never provided guidance toward a quality education, adequate family counseling, or a job paying a living wage. Today's homeless parents have not "slipped through the cracks" of society. Instead, most have stagnated in a system ill-equipped to take the steps necessary to break the cycle of poverty and dependence. Reforms must move beyond attacking the symptom of long-term receipt of welfare to addressing the causes of welfare dependence--undereducation, lack of job skills, and unavailability of day care. Programs for the poor and homeless must focus not on dependence for today, but on independence for tomorrow. This means replacing make-work with job readiness, preventing child abuse and neglect through family preservation and education, and responding to homelessness with residential education and employment training centers. (Contains five figures and one table.) (SLD)

ED 414 381   UD 032 042

Common Sense. Why Jobs and Training Alone Won't End Welfare for Homeless Families. A Report of Homes for the Homeless.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Attainment; *Employment Qualifications; Family Characteristics; *Family (Sociological Unit); *Homeless People; Job Skills; *Job Training; *Readiness; Urban Problems; *Welfare Recipients; Welfare Services

This report looks at the unemployability of today's poorest welfare recipients, homeless families, and explores avenues for overcoming their obstacles to gainful employment. These impediments cannot be addressed with traditional job training or immediate placement. Instead, it is job readiness (skills, knowledge, and work ethic) combined with education that is the key to equipping all welfare recipients with skills and knowledge necessary for meaningful, permanent full-time employment. The homeless mother receiving welfare typically has not completed high school, reads at a sixth-grade level, has never worked, and bears sole responsibility for her young children. The fewer than 4 in 10 who have worked have had part-time, short-term, and almost exclusively low-wage sector positions. The provision of job training has been the routine response to welfare dependence, but standard training programs usually require basic literacy skills that homeless welfare recipients do not have. In addition to maintaining unrealistic eligibility standards, most training programs focus almost

Black and Brown in America. The Case for Cooperation. Critical America Series.
PUB DATE- 97
NOTE- 198p.; Foreword by David Dinkins.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Affirmative Action; *Blacks; *Conflict; Educational Policy; Elementary Secondary Education; *Equal Education; Ethnic Relations; Higher Education; *Hispanic Americans; Minority Groups; Racial Attitudes; Racial Discrimination; *Racial Relations; School Desegregation; United States History; Urban Schools
IDENTIFIERS- African Americans

It is necessary to be blunt in approaching relations between brown and black Americans. Whether African Americans and Hispanic Americans want to admit it or not, in many areas they are in conflict that simmers and is not usually verbalized. Yet the two groups have much in common. Both arrived in what is now the United States before whites, and both have faced discrimination at the hands of whites, particularly with regard to education. For the largest part of the history of the United States, Black and Hispanic children have been educated separately from Whites and separately from each other. Blacks have faced overt segregation, and Hispanics have faced the segregation caused by tracking and exclusion. Even when Blacks and Hispanics are able to enroll in a quality public school, the unequal enforcement of discipline causes additional problems. Affirmative action policies have helped ease discrimination in higher education, but these policies are under attack. In the future, it may be that the only Hispanic and African American students who scholarships and admission to higher education programs are academic superstars. Minorities may find themselves competing for educational crumbs, a fact that will not improve relations between black and brown Americans at a time when cooperation, mutual support, and understanding will be even more important when whites are no longer the majority in the United States. The following chapters are in this book: (1) "The Way We Are"; (2) "How Did We Get Here?"; (3) "Who Are We Really?"; (4) "Jobs: Competing for a Shrinking Pie?"; (5) "Education: A Crumbling Commitment"; (6) "Language: Speaking to, and about, One Another" ; (7) "Gangs"; (8) "Voting: Coalition or Collision?"; and (9) "Bringing Us Together." (SLD)

ED 414 401   UD 032 065

Rutstein, Nathan, Ed.; Morgan, Michael, Ed.
Healing Racism: Education's Role.
PUB DATE- 96
NOTE- 361p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cooperative Learning; *Cultural Awareness; Disadvantaged Youth; Elementary Secondary Education; *Minority Groups; *Multicultural Education; *Racial Bias; *Role of Education; Self Esteem; Teaching Methods; Urban Schools

The 16 essays in this collection address how to lessen the effects of racism through classroom education by emphasizing the oneness of humanity and the relatedness of all human beings. These selections offer advice about healing racism from the early grades through secondary education. The essays are: (1) "Racism as a Disease" (John Woodall); (2) "Children as

Although Federal decisions apply nationwide and do mark the boundaries of permissible state and local action, state and local laws and regulations must always be considered in discussions of student rights. Over several decades, court cases have suggested that the balance between students' rights and school safety procedures is tilting towards the rights of school authorities to isolate and reduce perceived causes of school violence. Case law on searches of students, for example, supports school searches of students and their property when the search is reasonable in its inception and in its scope. In the area of drug testing, the U.S. Supreme Court has also supported educators' efforts to maintain perceived school order and discipline. With respect to students' rights in school, the current direction of Fourth Amendment law reflects society's fear of and disrespect for children and the lack of alternatives to police-type action that are used in the schools. Reliance on educational and preventive policies, as defined in the United Nations Convention on the Rights of the Child, will help protect the rights of students. (Contains 32 references.) (SLD)

ED 414 346 UD 032 005

Walsh, Joan
Stories of Renewal: Community Building and the Future of Urban America.
PUB DATE- 96
NOTE- 53p.; Not specifically concerned with education, but several of the case studies refer to school situations. Printed on colored paper. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Community Change; *Community Development; *Economic Factors; Government Role; Inner City; Low Income Groups; *Poverty; Program Effectiveness; Social Support Groups; Urban Areas; Urban Problems; *Urban Renewal

Community building is an approach to urban poverty that rejects a programmatic approach in favor of efforts that catalyze personal relationships and social networks to improve community life. Community building analyzes urban poverty as a web of interwoven problems that can lock families out of opportunity permanently. Community building initiatives try to address the economic, social, and political marginalization of urban communities. The best community initiatives make progress on most fronts, but none has had equal success on all fronts. In examining initiatives with something to share, this report focuses on initiatives that have the most to teach in specific areas. Engaging government systems is illustrated by a case study of the Chatham-Savannah Youth Futures Authority (Georgia). The Comprehensive Community Revitalization Project in the South Bronx (New York) illustrates the importance of building local institutions that can provide needed services. Investing in outreach and organizing is illustrated by Community Building in Partnership, Baltimore (Maryland). Involving the corporate sector in social, political, and economic agenda is illustrated by the Atlanta Project (Georgia). Oakland's Urban Strategies Council (California) shows the importance of developing new structures to facilitate activities on many fronts. Part One closes with four personal accounts that show community-building strategies in use. Part Two examines issues from the field in the five areas explored through case studies, and the conclusion discusses the unfinished business of community building. (SLD)

Chapter 2, "Using Problem-Based Learning in the Professional Development of Urban School Principals: Curricular and Classroom Issues" by Philip Hallinger and Edwin M. Bridges, describes a PBL training session for urban principals. Chapter 3,"The NCREL Experience: Lessons Learned and Recommendations" by Robin LaSota, Ann Freel, and Mark Hawkes, describes a pilot use of the PBL project. Chapter 4, "PBL Projects and Selected Resources," contains the following resources: (1) "Did You Make the Team?" (Bill Andrekopoulos); (2) "The Disgruntled Counselor" (Rogers Onick and Philip Hallinger); (3) "Leadership in the Urban High School: Meeting the Challenges of the 21st Century" (Clark Lovell); (4) "Spare the Rod" (Deborah Bell); (5) "For the Children's Sake: Collaborate!" (Yvonne Hopgood); and (6) "Save Our School" (Helen Harris). Each section contains key resources, and an appendix contains training institute agendas, sample overheads, and PBL problems. (SLD)

ED 414 364 UD 032 023

Bullard, Sara, Ed.
Free at Last. A History of the Civil Rights Movement and Those Who Died in the Struggle.
PUB DATE- 89
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biographies; *Black History; Black Leadership; *Civil Rights; Demonstrations (Civil); Elementary Secondary Education; Profiles; Racial Discrimination; *Racial Integration; Racial Segregation; *School Desegregation; Student Rights; United States History; Urban Schools

Along with the history of the civil rights movement, this publication, which is well suited for classroom use, tells the stories of those who died during that struggle. Their lives serve as examples of the many personal tragedies suffered for a movement that transformed America from a society in which blacks were routinely excluded from full citizenship to one that now recognizes, even if it has not fully realized, the equal rights of all citizens. The following sections are included: (1) "Early Struggles" through slavery: (2) "A Movement of the People," the Montgomery bus boycott and the Little Rock crisis; (3) "Confrontations," the efforts of freedom riders and civil rights marchers; (4) "Fighting for the Ballot," the struggle for voting rights in Mississippi and Alabama; and (5) "Days of Rage," urban rioting and the assassination of Martin Luther King Jr. Profiles are provided for 40 prominent and less well known people who gave their lives in the civil rights movement. The booklet is liberally illustrated with photographs from the civil rights struggle. (SLD)

ED 414 365 UD 032 024

Using Quality To Achieve Standards. How Educators and Business Can Take Action Together. Successful Strategies Series.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

exclusively on teaching work skills. Few offer child care and transportation assistance, and most traditional employment training does not really result in jobs that lead to self-sufficiency. Breaking the multigenerational cycle of poverty, lifetime dependence, and homelessness requires education that moves beyond skill-building and into job readiness, incorporating academic skill development into comprehensive programs that address the multiple needs of recipients. (Contains three tables and three figures.) (SLD)

ED 414 382   UD 032 043

Frost, Lynn Weaver; Michael, William B.; Guarino, Anthony J.
The Relationship between Human Values and Moral Reasoning as Components of Moral Behavior.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Higher Education; *Moral Values; *Student Attitudes; *Thinking Skills; *Undergraduate Students
IDENTIFIERS- Defining Issues Test; *Moral Reasoning; Rokeach Value Survey

The relationship of scores on a measure of moral reasoning to the perceived relative importance of statements of value that M. Rokeach (1973) conceptualized as being instrumental (states of being) or terminal (end states of existence) was studied with 66 undergraduate students. The pattern of relationships between the scores and the relative levels of importance assigned to the value statements were also studied for various subgroups. Moral reasoning was measured by the Defining Issues Test (DIT) (J. Rest, 1993), and preference for human values was measured by the Rokeach Value Survey (1983). In the total sample of respondents, the level of moral reasoning as measured by the DIT exhibited virtually no relationship to the expressed degree of preference for any Rokeach value statement, terminal or instrumental. In general, little if any relationship was evident across the 16 geographically defined subgroups between one's level of moral reasoning and the degree of importance one tended to place on terminal or instrumental value statements. The overall pattern supports the hypothesis that there would be no consistent patterns of relationships between the constructs of moral reasoning and human values. Appendixes present Rest's theory of moral behavior and L. Kohlberg's theory of moral reasoning. (Contains 2 tables and 16 references.) (SLD)

ED 414 383   UD 032 044

Morales, Jeanette A.; Alexander, Gary C.
Building Community in One Southeastern Idaho Jr. High School: A Case Study. Draft.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Northern Rocky Mountain Educational Association Conference (Jackson, WY, October 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Development; *Educational Environment;

Sacred Beings" (Robert Atkinson and Patricia Locke); (3) "Racism and Anxiety: Talk to Kids about Unity" (Anita Remignanti); (4) "Creating Racial Harmony in the Learning Center" (Bernie Streets); (5) "Why and How the History of Racism Should Be Taught in Schools" (Tod Rutstein); (6) "School and the Child of Color" (LeNise Jackson-Gaertner); (7) "Taking a Close Look at Self-Esteem, and How To Strengthen It in Children of Color" (Bernie Streets); (8) "Why Many Students of Color Have Trouble Learning in Schools" (Nathan Rutstein); (9) "Advice for Teachers on Racism and Oneness" (Barbara Hacker); (10) "Prejudice-Free Schools: A Vision of the Future" (Donald Streets); (11) "Healing Racism: Education's Role" (Brian Aull, Barbara Hacker, Robert Postlewaite, Nathan Rutstein, and Tod Rutstein); (12) "Institutes for the Healing of Racism in Primary and Secondary Schools" (Paul Herron); (13) "Institutes for the Healing of Racism on University Campuses" (Denise Gifford); (14) "May This Circle Be Unbroken: Race and the Teaching of English" (Michael Morgan); (15) "Cooperative Learning and Racial Harmony: Working Together with a Difference" (Lynn Kirk); and (16) "The School of Education's Role in Healing Racism" (Nathan Rutstein). (SLD)

ED 414 402 UD 032 066

Jensen, Mary M.; Yerington, Philip C.
Gangs: Straight Talk, Straight Up. A Practical Guide for Teachers, Parents, and the Community.
PUB DATE- 97
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; Case Studies; *Crisis Intervention; *Delinquency; High Risk Students; *Identification; *Juvenile Gangs; Parent Education; Prevention; Secondary Education; Self Esteem; Teaching Methods; *Urban Youth; Youth Clubs

This book is written about youth gangs with the aim of educating teachers and administrators, parents, and others who work with youth. The main emphasis is on gang identifiers and positive behavior management strategies and crisis intervention techniques that can be used in schools and the home. Section 1, "Youth Gangs Past and Present," provides the framework of information on which to build an awareness of gangs, including characteristics of youth gangs, their history, identifiers of gang activity in an area, and motivational factors that explain why adolescents and young adults join gangs. Section 2, "Identification of Youth Gang Involvement," outlined "pre-gang" behaviors and describes the major youth gangs from across the country. In Section 3, "Controlling Gang Activity at School: Prevention and Intervention," information is provided on preventive behavior management strategies. Proactive and positively oriented strategies designed to boost students' self-esteem are emphasized. This section also contains an outline of topics for a "Basic Gang Awareness" seminar for school staff or parents. Section 4, "Developing Crisis Management Plans," presents crisis intervention techniques emphasizing student and teacher safety. Section 5, "Case Studies," presents a variety of student behavior problems. Questions for discussion and role play ideas are provided after each case study. Summary boxes in the first four sections contain concise information that could be photocopied and distributed to staff and parents. Each

ED 414 347 UD 032 006

Syropoulos, Mike
Evaluation of the 1997 Ninth Grade Summer School Restructuring Program.
PUB DATE- 97
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Dropouts; Educational Environment; *Grade 9; *High School Students; High Schools; Prevention; Principals; Program Evaluation; *School Restructuring; Student Attitudes; *Summer Schools; *Urban Schools
IDENTIFIERS- *Detroit Public Schools MI

The Ninth Grade Summer School Restructuring Program of the Detroit Public Schools (Michigan) was designed to restructure ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment to promote learning and self-respect, and prevent dropping out of school. Instructional and direct noninstructional services were provided. This report provides an evaluation of the program in its second year. The Summer School Program enrolled 795 students who were at-risk, in grade 9 in 1996-97, and 726 of them completed the program. The school also enrolled 2,172 incoming grade 9 students, and 1,432 of the students completed the program. Evaluators surveyed principals, teachers, and students about the program. All 15 responding principals strongly agreed that the program raised achievement, developed student self-discipline, increased awareness of ninth grade requirements, and helped students develop worthwhile priorities. The responses of 97 teachers were also very positive, and the responses of 589 participating students indicate that students responded favorably to the program. Ninety-eight percent were satisfied with the services they received from the program. Five appendixes contain a list of participating schools with ninth grades, surveys for all three constituent groups, and an analysis of a literature review. (Contains 3 tables and 56 references.) (SLD)

ED 414 348 UD 032 007

Towns, Donna Penn
The Impact of Structural Hypocrisy on the School Performance of Young African American Males.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Ethnography in Education Research Forum (Philadelphia, PA, March 8-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; Educational Philosophy; *Educational Practices; Elementary Education; Elementary School Students; High Risk Students; *Ideology; *School Culture; Socialization; *Student Motivation; Urban Schools; Urban Youth; Values
IDENTIFIERS- *African Americans

Reasons for the disproportionate failure rate of young urban African American males were studied in an ethnographic study of third- and sixth-grade classrooms in a low-income African

(055)
DESCRIPTORS- Academic Achievement; Administration; *Criteria; *Educational Change; Elementary Secondary Education; Evaluation Methods; Integrated Activities; *Partnerships in Education; Quality Control; Satisfaction; *School Business Relationship; *Standards
IDENTIFIERS- *Malcolm Baldrige National Quality Award; *Reform Efforts

This brochure highlights themes of a meeting held November 7, 1996 in Columbus, Ohio. The meeting was cosponsored by the National Alliance of Business, the Business Coalition for Education Reform, the Ohio Business Roundtable, the Ohio Chamber of Commerce, and the Ohio Manufacturers' Association. Its purpose was to underscore how business partners can deploy practical, rigorous, and tested organizational improvement strategies to support local education reform initiatives. It highlighted the use of customer satisfaction surveys and an integrated management system to improve student and system performance. The management system is based on the criteria used by the National Institute of Standards for its Malcolm Baldrige National Quality Award, a customer-focused, data-driven blueprint to attain positive business results. This brochure provides business leaders and coalitions with information and resources they can use to support academic achievement in their own communities. Quality assessments based on the Baldrige criteria provide a solid foundation for exercising leadership, distinguishing between policy making and implementation, and focusing all critical decisions and activities on improving student achievement. In education reform, standards provide the destination, and quality assessments offer the road map. Partnerships between business and education leaders will accelerate the journey. (SLD)

ED 414 366 UD 032 025

Challenge of Change. Standards To Make Education Work for All Our Children.
PUB DATE- 96
NOTE- 27p.; This booklet is part of the "Standards Mean Business" Leadership Kit developed by the Business Coalition for Education Reform, which includes tools to help business leaders assist communities in education reform. For related documents, see UD 032 028 and UD 032 029.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Criteria; *Educational Change; Elementary Secondary Education; *Employment Qualifications; *School Business Relationship; *Standards
IDENTIFIERS- *Standard Setting

Education standards are of crucial importance to American business leaders. The successful corporation of the 21st century will require large numbers of continuously educated, highly skilled workers. Education standards must encourage the kind of productive work habits and sense of self-responsibility in school that will be required on the job and in life. The Business Task Force on Student Standards has developed the following principles to guide the standard-setting process: (1) all students should be given the opportunity to master challenging academic subject matter calibrated against world-class education standards; (2) there must be one set of

*Hispanic Americans; Junior High School Students; *Junior High Schools; Participation; *Student Attitudes; *Teacher Attitudes; Urban Schools
IDENTIFIERS- Boyer (Ernest L); Idaho

The work of E. Boyer (1995) and his "Basic School" research were used as a model for building community on one southeastern Idaho junior high school. Boyer's research concludes that the most successful ingredient for a successful school is "connections," and that those connections are predicated on a school becoming a community for learning. Hispanic students in the school in question, who represented 33% of the school's 724 students, were experiencing a high number of suspensions and expulsions. An assessment by the school district superintendent and two researchers suggested that the main problem was a lack of school community in which all students were considered and included in the community. A faculty and staff survey was completed by 43 respondents, and a student survey was distributed to 167 students. Responses to staff and student surveys created pictures of the school that reflected a diversity of opinions about the school. Faculty and staff were surprised at the disparities between their views and those of students. They realized that although their awareness of themes and issues in the school had been raised, their work to create a learning community had just begun. Their final task was to develop a plan that would address the themes identified in the staff workshops that reviewed the surveys. These themes were: (1) school-community relationships; (2) building-wide communication and problem solving; and (3) the consistency of the administration when dealing with students and staff. The student and faculty surveys are attached. (Contains 17 references.) (SLD)

ED 414 384 UD 032 045

Limited Access: The Information Superhighway and Ohio's Neighborhood Based Organizations.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; *Community Organizations; Computer Mediated Communication; Economic Factors; Higher Education; *Information Sources; *Internet; Online Systems; *Technological Advancement; Urban Areas; Urban Problems
IDENTIFIERS- *Ohio

The Urban University and Neighborhood Network, a group dedicated to bringing together Ohio's urban universities and neighborhood-based organizations (NBOs), has been studying NBO access to the Internet. Of 189 Ohio NBOs responding to a survey, only 3 have full access to the Internet. The small size and small budget of many of the state's NBOs (only about half of Ohio's NBOs have budgets greater than $100,000) make it difficult for them to acquire computer technology, to learn how to use it for Internet access, and then how to make the most of that access. In many cases, especially for issues related to funding and legislation, the Internet may be the best single source of information. Many of Ohio's NBOs need financial assistance to obtain adequate hardware and Internet access. In addition, most NBOs, especially those in working and middle class neighborhoods, need training and technical assistance, especially for advanced applications such as telecommunications and Geographic Information Systems software. An appendix lists researchers and project participants. (Contains 23 references.)

section contains an annotated list of references and resources. (SLD)

ED 414 403   UD 032 067

Hing, Bill Ong, Ed.; Lee, Ronald, Ed.
Reframing the Immigration Debate. The State of Asian Pacific America Series. A Public Policy Report.
PUB DATE- 96
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Acculturation; *Asian Americans; Demography; Economic Factors; *Educational Attainment; Entrepreneurship; Federal Legislation; Immigrants; *Immigration; *Pacific Americans; *Policy Formation; Public Policy

This book responds to public interest in immigration issues by providing a comprehensive empirical analysis of contemporary Asian Pacific American immigration experience. It focuses on four highly significant, but largely misunderstood, aspects of the contemporary Asian Pacific experience: patterns of demographic growth and diversification; high rates of entrepreneurial activity; short and long-range economic benefits of high educational attainment levels; and extremely high rates of naturalization and electoral participation exhibited in relation to increased acculturation. The following chapters are included: (1) "Recent Asian Pacific Immigrants: The Demographic Background" (Robert M. Jiobu); (2) "The Impact of Immigration on the Demography of Asian Pacific Americans" (Larry Hajime Shinagawa); (3) "Understanding Immigrant Entrepreneurs: Theoretical and Empirical Issues" (Shubha Ghosh); (4) "Asians Matter: Asian American Entrepreneurs in the High Technology Industry in Silicon Valley" (Edward Jang-Woo Park); (5) "Immigrant Entrepreneurs in the High-Tech Industry" (Melanie Erasmus); (6) "Vietnamese-Owned Manicure Businesses in Los Angeles" (Craig Huynh); (7) "Cambodian-Owned Donut Shops" (Gen L. Lee); (8) "The Social Contract To Educate All Children" (Paul Ong and Linda C. Wing); (9) "Interviews of Three Asian Pacific Immigrants" (Irene Chang); and (10) "Becoming Citizens, Becoming Voters: The Naturalization and Political Participation of Asian Pacific Immigrants" (Paul Ong and Don T. Nakanishi). Chapters 8 and 9 are listed in the Table of Contents under the subheading "Part III. Education" and are the sections related to the field of education. Each chapter contains references.

American community. The multimethod approach involved observing classroom sessions and school activities, interviewing students and teachers, and examining documentary evidence of student performance. In this school, the conflict between ideology and reality created a "structural" hypocrisy that was so pervasive and so deeply rooted that those who participated in it were not always aware of it. It is argued that the difference in socialization patterns of low-income Black males predisposes them to reject the hypocrisy as they move up in grade level. Hypocrisy was apparent in the overall culture of the school, the culture of the classroom, and in the language of the classroom. Students were aware of the difference between what was advocated and what was practiced, and their awareness increased as they grew older. Transcripts of conversations with students at both grade levels show many discrepancies between what the schools say they want to do for students and what they actually do. Statements revealing a lack of respect from the teachers were frequently made by the boys, and were often made by sixth graders. These students then responded to what they perceived as unfairness through failing grades and resisting authority. (SLD)

ED 414 349 UD 032 008

Lokon, Elizabeth
Teaming in an Urban High School: Commitment, Collaboration, and Contradictions.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; Educational Change; Grade 9; *High Risk Students; High Schools; School Restructuring; *Secondary School Teachers; *Teacher Collaboration; *Team Teaching; *Urban Schools

An ethnographic study of teacher teaming was conducted at an urban high school, exploring the effects the teaming process had on teachers' and students' experiences. Heritage High School was a relatively large urban school in the Midwest, employing over 100 teachers and serving over 1,200 students. The school has a graduation rate of only about 16%, and most of its students are overage for the grade in which they are enrolled. The 8 teachers observed in the case study wanted to create a cooperative and supportive environment in a system that would promote community among students and teachers and increase the graduation rate of a randomly selected group of 160 ninth graders who were new at the school and not more than 1 year over age for the grade level. The teachers intended to build a school-within-a-school to keep these students in school long enough to graduate. After teaming for the school year, teachers began to see promising results. Eighty-one percent of the teamed students returned for a second year, and about 61% passed their core courses, in contrast to only 34% of the comparison group of nonteamed students. Fewer teamed students than comparisons received discipline referrals. Teachers, administrators, and students believed that teaming, by building a sense of community, made the difference. These results are discussed in terms of social capital. In spite of these successes, the physical and psychological limitations, the utilitarian (and not very supportive) leadership of the standards for all students; (3) standards must have a common core of skills; (4) standards must reflect "real-world" requirements; (5) standards must be voluntary; (6) standards must be dynamic; (7) standards must include criteria against which performance is measured; (8) business leaders must participate in standards development; and (9) standards and performance measures must be understood and supported by parents and the general public. The government, educators, business, and the public must contribute to the development of standards and to helping all students achieve those standards. The business community is prepared to participate actively in these efforts. (SLD)

ED 414 367 UD 032 026

Lusane, Clarence
Race in the Global Era. African Americans at the Millennium.
PUB DATE- 97
NOTE- 256p.; Foreword by Julianne Malveaux.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; *Blacks; Conservatism; Elementary Secondary Education; *Political Influences; Racial Differences; *Racial Discrimination; Racial Identification; *Urban Problems; Urban Youth; Welfare Recipients; Whites
IDENTIFIERS- *African Americans; *Global Issues

Race is only one of the prisms through which to examine the political and social life of Americans, but it is one in which there has been insufficient determination of contemporary dynamics. For this discussion, the most important issue is the debate within the black community regarding the nature and causes of the crisis facing African Americans and the pathways toward solutions. The essays in this book explore manifestations of contemporary racial politics and the ways in which race crisscrosses and unites the span of society. The following essays are included: (1) "Globalization's Impact on Race Relations"; (2) "If I Were a Rich Man: Race, Gender, and Poverty" (welfare reform); (3) "California Scheming" (affirmative action, race, and politics in California); (4) "To Be or Not To Be? Race, Class, and Ebonics"; (5) "O. J. and the Symbolic Use of Racial Exceptions"; (6) "Thug Life: The Rap on Capitalism" (black cultural exchange); (7) "Globalizing the Black Image"; (8) "How Cracked Is the CIA-Contra Drug Connection?"; (9) "The Souls of White Folk" (whiteness and the ideology of color blindness); (10) "Old Stories from the New South" ; (11) "Of Louis Farrakhan and Others"; and (12) "Beyond Patriarchy and Conservative Nationalism" (the Million Man March). (Contains 82 references.) (SLD)

ED 414 368 UD 032 027

Fossett, Judith Jackson, Ed.; Tucker, Jeffrey A., Ed.
Race Consciousness. African-American Studies for the New Century.
PUB DATE- 97
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Culture; Black History; *Black Studies; Blacks; *Cultural Awareness; Elementary Secondary Education; Intellectual Disciplines; *Racial Identification; Scholarship;

(SLD)

ED 414 385 UD 032 046

Freire, Paulo
Teachers as Cultural Workers. Letters to Those Who Dare Teach. The Edge: Critical Studies in Educational Theory.
PUB DATE- 98
NOTE- 100p.; Translated by Donaldo Macedo, Dale Koike, and Alexandre Oliveira.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Literacy; *Cultural Awareness; Cultural Differences; Disadvantaged Youth; Discipline; Educational Practices; *Educational Theories; Minority Groups; *Multicultural Education; Poverty; *Teacher Attitudes; Teacher Education; *Teaching Methods; Urban Areas; *Urban Problems
IDENTIFIERS- *Freire (Paulo); North America

The essays in this collection, presented as letters to teachers, reaffirm Paulo Freire's place as the most significant educator in the world during the last half of the 20th century. As North America experiences a rapid change to conditions approximating those of the Third World, Freire's pedagogy becomes more important, not only for his methods of reading instruction but for the ways in which they can develop students' ability to be aware of themselves in the world and in their cultures. Freire states that his intention is to demonstrate that the task of the teachers, who are also learners, is both joyful and rigorous. This task demands seriousness and scientific, physical, emotional, and affective preparation. It also demands the evaluation of practice and the reform of teacher education. Teachers must act as teachers and not as coddling parents. The following "Letters" are included: (1) "First Words: A Pedagogical Trap"; (2) "First Letter: Reading the World/ Reading the Word"; (3) "Second Letter: Don't Let the Fear of What Is Difficult Paralyze You"; (4) "Third Letter: I Came into the Teacher Training Program because I Had No Other Option"; (5) "Fourth Letter: On the Indispensable Qualities of Progressive Teachers for Their Better Performance"; (6) "Fifth Letter: The First Day of School"; (7) "Sixth Letter: On the Relationship between the Educator and Learners"; (8) "Seventh Letter: From Talking to Learners to Talking to Them and with Them: From Listening to Learners to Being Heard by Them"; (9) "Eighth Letter: Cultural Identity and Education"; (10) "Ninth Letter: Concrete Context/Theoretical Context"; (11) "Tenth Letter: Once More the Question of Discipline"; and (12) "Last Words: To Know and To Grow--Everything Yet To See." (SLD)

ED 414 386 UD 032 047

Banks, James A.
Educating Citizens in a Multicultural Society. Multicultural Education Series.
PUB DATE- 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship Education; Cultural Awareness; Cultural Differences; *Cultural Pluralism; *Democracy; *Educational Environment; Elementary Secondary Education; Equal Education;

principal, and some common sense beliefs about teaching and students constrained the teachers' ability to transform the school, contributing to the return to some preteaming classroom formats and techniques early in the school year. The efforts they sustained, however, did enhance the educational experience for both students and teachers. (Contains 1 table, 2 figures, and 16 references.) (SLD)

ED 414 350 UD 032 009

Weaver, Carrie Highton
Barriers to Academic Success in a Homeless Population in Salt Lake City, Utah.
PUB DATE- 97
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Children; *Disadvantaged Youth; Elementary Secondary Education; *Homeless People; *Life Events; Low Income Groups; Poverty; Urban Schools; Urban Youth
IDENTIFIERS- *Barriers to Participation; *Utah (Salt Lake City)

This study explored the academic and physical barriers that homeless children in Utah encountered on a daily basis in a structured educational setting. The project was conducted in a shelter and resource center in Salt Lake City. Data were collected from 1 male and 14 female adults and 15 children, representing 15 families. A perceived barriers survey and a semistructured interview guide were used. In addition to the quantitative findings from these surveys, qualitative data from the interviews were used to describe the living experiences of these families. Results confirm that the sample population experienced nearly all the academic and physical barriers related to assimilation into structured educational settings that other homeless families in the United States experience. These include transportation problems, embarrassment at current living situations, and the lack of quiet time and rest. The common health problem of immunizations was not a problem in this shelter, since residents were required to be current with immunizations. In addition, these children escaped the common problem of difficulty completing homework because the center had educational resources and tutorial programs. Findings show that teachers, administrators, and support staff need to be more aware of these barriers to help homeless children succeed in school. Increasing community involvement could improve shelter conditions and facilitate children's schooling. Four appendixes contain the interview guides, the responses of each subject, illustrative figures, and the interview preface used in the study. (Contains 8 figures, 3 tables, and 27 references.) (SLD)

ED 414 351 UD 032 010

Johnson, Phaedra Lynn
Reducing Ethnic Stereotypes among Adolescents with a Cultural Approach to World Geography.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Course Content; *Cultural

Slavery; *Social Problems; Urban Problems; Urban Schools; *Welfare Services
IDENTIFIERS- *African Americans

This collection of essays represents new scholarship in African American studies, drawing lessons from the past and providing insights into current intellectual trends. Topics such as the culture of America as a culture of race, legacies of slavery and colonialism, crime and welfare politics, and African American cultural studies are addressed. The following essays are included: Part 1--"Introduction: Looking B(L)ackward: African-American Studies in the Age of Identity Politics" (Robin D. G. Kelley): (1) "Spectors of Race: The Culture of America as a Culture of Race"; (2) "Whose Line Is It Anyway? W. E. B. Du Bois and the Language of the Color Line" (Gavin Jones); (3) "(K)night Riders in (K)night Gowns: The Ku Klux Klan, Race, and Constructions of Masculinity" (Judith Jackson Fossett); (4) "Blackness 'Scuzed: Jimi Hendrix's (In)visible Legacy in Heavy Metal" (Jeremy Wells); Part 2--"Historical (Re)Vision: Legacies of Slavery and Colonialism": (5) "Under One Roof: The Sins and Sanctity of the New Orleans Quadroon Balls" (Monique Guillory); (6) "Traumatic Repetition: Gayl Jones's 'Corregidora'" (Bruce Simon); Part 3--"Race(d) Men and Race(d) Women: African-American Cultural Studies": (7) "Exodus and the Politics of Nation" (Eddie S. Glaude, Jr.); (8) "'Can Science Succeed Where the Civil War Failed?' George S. Schuyler and Race" (Jeffrey A. Tucker); (9) "Hanging on Their Walls: 'An Art Commentary on Lynching,' The Forgotten 1935 Art Exhibition" (Margaret Rose Vendryes); (10) "The Soles of Black Folk: These Reebocks Were Made for Runnin' (from the White Man)" (John L. Jackson, Jr.); and Part 4--"Cracking the Code: Exposing the Nation's Racial Neuroses": (11) "Why Gingrich? Welfare Rights and Racial Politics, 1965-1995" (Felicia A. Kornbluh); (12) "Criminality and Citizenship: Implicating the White Nation" (Karen Ho and Wende Elizabeth Marshall); (13) "Jim Crow Science and the 'Negro Problem' in the Occupied Philippines, 1898-1914" (Paul Kramer); and (14) "Black Power, White Fear: The 'Negro Problem' in Lawrence, Kansas, 1960-1970" (Rusty L. Monhollon). (SLD)

ED 414 369   UD 032 028

Smith, Nelson
Standards Mean Business.
SPONS. AGENCY- IBM Foundation.
PUB DATE- 96
NOTE- 36p.; Prepared for the 1996 National Education Summit. For related documents, see UD 032 025 and UD 032 029.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Business Responsibility; Educational Change; *Elementary Secondary Education; *Employment Qualifications; *Partnerships in Education; *School Business Relationship; Skill Development; *Standards
IDENTIFIERS- *Reform Efforts; Standard Setting

American business is caught in a painful paradox because, although there are many applicants for jobs, few have the skills employers require. The mismatch between skills required and skills available generates huge costs for industry. Some are clearly related to school-system underperformance, but others are less obviously related to lax educational standards. Corporate taxes support a range of public sector costs, which include educational remediation and other costs of school

Ethnicity; Minority Groups; *Multicultural Education; Social Science Research; Teaching Methods; *Urban Schools

This book consists of articles and papers written over a 10-year period that examine issues, concepts, perspectives, and possibilities for educating citizens in a pluralistic democratic society. Part I (Chapters 1through 3), which includes an introductory essay written for this volume, describes the challenges and possibilities of educating students for citizenship in a pluralistic democratic society. Part II (Chapters 4 and 5) discusses the ways in which knowledge is constructed by social scientists and the ways in which it influences teachers and students. Part III (Chapters 6 through 8) describes the five dimensions of multicultural education, focusing on three in depth: knowledge construction, equity pedagogy, and prejudice reduction. Part IV (Chapters 9 through 11) describes issues related to the effective education of teachers, scholars, and other educational leaders so that they can promote citizenship in free societies. The following chapters are included: (1) "Reconstructing Citizenship Education"; (2) "Citizenship Education in a Multicultural Society"; (3) "Teaching Social Studies for Decision-Making and Citizen Action"; (4) "Ethnicity, Social Science Research, and Education"; (5) "The Persistence of Ethnicity: Research and Teaching Implications"; (6) "Multicultural Education and Curriculum Transformation"; (7) "Equity Pedagogy and Multicultural Education" (with Cherry McGee Banks); (8) "Citizenship Education and the Development of Democratic Racist Attitudes"; (9) "Teaching Multicultural Literacy to Teachers"; (10) "Multicultural Education: Goals for the Twenty-First Century"; and (11) "Cultural Democracy and Citizenship Education." (Contains numerous references.) (SLD)

ED 414 387   UD 032 048

McQuillan, Patrick James
Educational Opportunity in an Urban American High School. A Cultural Analysis.
PUB DATE- 98
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Black Students; *Cultural Differences; Disadvantaged Youth; Educational Change; *Equal Education; Ethnic Groups; *High School Students; High Schools; Minority Groups; *School Culture; *Student Attitudes; Student Empowerment; *Urban Schools

This 5-year ethnographic study examines the issue of educational opportunity at Russell High School, a multiethnic school in Eastown (school and city both pseudonyms). Focusing on the beliefs and values of students, teachers, and administrators, this study reveals how prevailing cultural beliefs, the collective nature of the student population, and the structure of the school system worked in concert, even though unintentionally, to foster inequality. The study explores how American cultural conceptions of individualism and adolescence were manifested in the classrooms, two reform attempts, a protest by African American students, and the local media. The first section, "Educational Opportunity in Practice," examines the day-to-day life of the school. The second section, "The Resilience of the Status Quo," describes how prevailing conceptions of educational opportunity endured. "Promoting Faith in Educational Opportunity," the third section, offers insight into why educational opportunity was often unquestioned

Awareness; Cultural Differences; *Ethnicity; *Geography; Grade 9; Junior High School Students; Junior High Schools; *Multicultural Education; Pretests Posttests; Racial Differences; *Stereotypes; *Student Attitudes; Student Journals; Teaching Methods

The purpose of this study was to implement a curriculum that emphasized a cultural approach rather than a physical approach to World Geography. Through the implementation of this curriculum at Kearns Junior High School (Kearns, Utah), the students developed a broader understanding of diverse cultures. The project involved 62 ninth graders, and was conducted in a traditional classroom setting, with some activities requiring access to the school's food and arts laboratories. Instruction and activities took place over an 8-week period. Weeks 1 and 2 focused on the culture of Latin America, weeks 3 and 4 on the culture of Africa, weeks 5 and 6 on the cultural of Asia, and weeks 7 and 8 on the culture of the Pacific Islands. The primary data collection tools were pretests and posttests that focused on assessing students' stereotypes. Students completed journals about their thoughts and feelings about the activities. Pretests indicated that students held negative opinions about people from different countries, and many students indicated in their journal responses that they did not understand the behavior of different cultural groups. Posttests showed a decrease in the negative opinions held by students about people from different countries. Students developed respect and appreciation for different cultures through the geography curriculum. An appendix presents the pretests and posttests. (Contains 8 figures and 32 references.) (SLD)

ED 414 352 UD 032 011

Mackinnon, Anne

Working Together. Harnessing Community Resources To Improve Middle Schools.

PUB DATE- 97

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Community Involvement; *Cooperation; Early Adolescents; *Educational Change; Financial Support; Intermediate Grades; Junior High Schools; *Middle Schools; School Districts; School Restructuring; *Teacher Expectations of Students; *Urban Schools

IDENTIFIERS- *Reform Efforts

A community coalition for middle school reform is a group of individuals who organize to learn more about the education of young adolescents and engage community resources to improve local schools. Each coalition should be geared to the unique needs and strengths of its own school system and community. This booklet describes coalitions in three communities and gives advice drawn from their experiences. In each of the following cities, the school system has received help from the Edna McConnell Clark Foundation in improving middle school education: (1) Louisville (Kentucky); (2) Jackson (Mississippi); and (3) Long Beach (California). As their experiences illustrate, schools with a commitment to middle school reform are likely to incorporate recognition of the distinct developmental and educational needs of young adolescents with a focus on long-term success in education and work. A challenging curriculum combined with high expectations, collaboration and communication between teachers and parents, and a strong commitment to continuing teacher training are also failure. Setting educational standards calibrated to the workplace is a first step toward ending this inefficiency. Standards-driven reform is the best way to equip students for the opportunities offered by the new economy. The principal beneficiaries of higher academic standards would be young people themselves as they become equipped to compete for better jobs, but companies would also benefit. Effective reform requires moving from a minimum competency mindset to one that demands high achievement. Business leaders can help by speaking frankly about the gap between company needs and student preparation. (SLD)

ED 414 370   UD 032 029

Larson, Karen
Bridging the Gap. Initiatives Linking Education and the Workplace.
PUB DATE- 96
NOTE- 51p.; This booklet is part of the "Standards Mean Business" Leadership Kit developed by the Business Coalition for Education Reform, which includes tools to help business leaders assist communities in education reform. For related documents, see UD 032 025 and UD 032 028.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Business Responsibility; Economic Factors; *Education Work Relationship; *Educational Change; Elementary Secondary Education; *Employment Qualifications; *School Business Relationship; *Standards

As a followup to "Standards Mean Business," the National Alliance of Business publication prepared for the 1996 National Education Summit, this publication highlights some of the many ways in which business leaders are working with educators and community leaders to bridge the gap between school and work and to support high academic standards. The link between academic skills and workplace skill requirements, the consequences of the current lack of connection between the business and education communities, and how businesses are becoming active in linking academic knowledge and workplace skill requirements are explored. A number of programs are described to give business leaders ideas they can use in their own communities. In addition, "Bridging the Gap" calls in business leaders to: (1) support high academic standards, assessment measures, and systems of accountability; (2) articulate workplace skills; (3) use student achievement in hiring and location decisions; (4) expose teachers, students, and parents to the world of work; and (5) adopt policies to support employee and family involvement in community schools. By collaborating with educators to develop a common language, business leaders take the first step toward promoting the high academic standards that are vital for academic excellence and economic competitiveness. (Author/SLD)

ED 414 371   UD 032 030

Lew, Gena A., Ed.
Common Ground. Perspectives on Affirmative Action...and Its Impact on Asian Pacific Americans.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.; James G. Irvine Foundation, San Francisco, CA.; ARCO Foundation, Los Angeles, CA.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English

at the school and in the city. The concluding section and chapter, "So What?," considers the implications of the previous chapter for educational practice. This section emphasizes two essentials for reform: giving teachers more time to do their work and giving students greater power and responsibility. (Contains 196 references.) (SLD)

ED 414 388 UD 032 049

Potter, Joan; Claytor, Constance
African-American Firsts. Famous, Little-Known and Unsung Triumphs of Blacks in America.
PUB DATE- 94
NOTE- 325p.; Illustrated by Alison Munoz. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement; Art; Athletics; Biographies; Black History; *Blacks; Business; *Disadvantaged Youth; Elementary Secondary Education; Higher Education; *Racial Discrimination; Sciences; *United States History; Urban Areas
IDENTIFIERS- *African Americans

Stories of more than 400 "firsts" by African Americans, breakthrough achievements in a variety of fields, are told in question-and-answer form ("Who was the first African American to ...?"). These are stories of people who were forced to contend with racism, directly or indirectly, in their struggle towards goals that require dedication and effort. That these people were able to succeed in a climate of racial injustice adds to their achievement. Achievements are grouped into the following categories: (1) business; (2) education; (3) entertainment; (4) film; (5) history; (6) journalism; (7) law and government; (8) literature; (9) military; (10) music; (11) religion; (12) science and medicine; (13) sports; (14) theater and dance; and (15) visual arts. Over 75 pages of photographs are included. (SLD)

ED 414 389 UD 032 050

Bodine, Richard J.; Crawford, Donna K.
The Handbook of Conflict Resolution Education. A Guide to Building Quality Programs in Schools. The Jossey-Bass Education Series.
PUB DATE- 98
NOTE- 218p.; Foreword by Judith M. Filner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; *Conflict Resolution; Cooperation; Curriculum Development; Elementary Secondary Education; *Interpersonal Relationship; Problem Solving; *Program Development; Teaching Methods

Conflict resolution education has proven to be one of the key components of school strategies that not only assist young people in finding alternatives to violence, but also support them in developing the social competencies of cooperation, empathy, creative problem solving, social cognitive skills, and relationship skills. This handbook is a fundamental, comprehensive resource to every school or school district that important elements of the middle school reform effort. Examples from the three communities illustrate steps in starting a community coalition. Educating young adolescents should be an urgent priority in all schools. A coalition for middle school reform can bring together the resources needed to advocate for and support the most important goals: high achievement for all students and a firm foundation for their futures. (SLD)

ED 414 353 UD 032 012

Kids and Guns: From Playgrounds to Battlegrounds. Also, The National Juvenile Justice Action Plan: A Comprehensive Response.
PUB DATE- 97
NOTE- 32p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Delinquency; Elementary Secondary Education; *Juvenile Justice; *School Safety; *Violence
IDENTIFIERS- Firearms; *Guns

This issue offers various articles about encouraging progress in the problem areas of juvenile violence and delinquency. The first feature article, "Kids and Guns: From Playgrounds to Battlegrounds" by Stuart Greenbaum, cites statistics showing significant increases in the past two decades in gun ownership and use by juveniles. Some promising steps to curb violence in general and gun violence in particular are described, and it is concluded that youth gun violence is preventable if the current public indignation generates local and national support. The second feature, "The National Juvenile Justice Action Plan: A Comprehensive Response to a Critical Challenge" by Sarah Ingersoll, summarizes a comprehensive agenda to reduce youth violence, spelling out eight objectives to reduce violence and delinquency. Also included in this issue are the following brief reports: (1) "What's Behind the Recent Drop in Juvenile Violent Crime?" (Statistical Highlights); (2) "Waiting for Justice: Moving Young Offenders through the Juvenile Court Process"; and (3) "Recreation Programs that Work for At-Risk Youth: The Challenge of Shaping the Future." (SLD)

ED 414 354 UD 032 013

Hispanic New Yorkers: Education and Employment.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Compensatory Education; *Dropouts; *Educational Attainment; *Employment Patterns; *Enrollment; Ethnic Groups; *Hispanic Americans; Minority Groups; *Urban Areas; Urban Youth
IDENTIFIERS- *New York

Hispanics in New York, like those in other parts of the country, are younger and poorer than other minorities, and are more likely to live in metropolitan areas. This report provides a comprehensive review of the current condition of education for Hispanic New Yorkers. Hispanics represent 12% of the state's population and are concentrated in New York City and three heavily populated counties. Half of the New York Hispanic population over 25 years of age has less than a high school education, compared to 25% of the general population. Only about 40% of Hispanic ninth graders remain to graduate, but of

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; *Asian Americans; Attitudes; *Diversity (Student); Elementary Secondary Education; *Equal Opportunities (Jobs); Higher Education; Legislation; Minority Groups; *Pacific Americans; Political Influences; *Racial Discrimination
IDENTIFIERS- *Contract Employment; Contractors

This collection of policy papers is intended to educate and inform business and community leaders, policymakers, the Asian Pacific community, and the general public about the complex issues and far-reaching implications of the affirmative action debate on Asian Pacific Americans as well as all Americans. Essays are grouped into sections on discrimination and the need for affirmative action legislation, promoting diversity in higher education, eliminating barriers in employment and contracting, and the impact of anti-affirmative action measures. The following essays are included: (1) "Separate but Equal: Discrimination and the Need for Affirmative Action Legislation" (Karen K. Narasaki, with additional essays under the same title by Rockwell Jaowen Chin and Brian Cheu, Juanita Tamayo Lott, Dale Minami, and Ron Wakabayashi); (2) "The Asian American Factor: Victim or Shortsighted Beneficiary of Race-Conscious Remedies?" (Henry Der); (3) "Affirming Affirmative Action" (Chang-Lin Tien); (4) "Affirmative Action under Attack" (David R. Barclay); (5) "The Persistence of Inequality" (Paul M. Igasaki); (6) "Rebuild LA" (Linda Wong); (7) "Public Contracting Opportunities for Minority & Woman Entrepreneurs" (Edwin M. Lee and essays under the same title by Stewart Kwoh, Kathryn K. Imahara, and Elsie V. Hui, William H. Marumoto, and Benjamin Seto); (8) "Impact of Anti-Affirmative Action Measures" (Antonia Hernandez); (9) "Affirmative Action Choices" (Frank H. Wu); (10) "We Won't Go Back" (Lillian Galedo, with another essay under the same title by Kent Wong); (11) "The Face of Affirmative Action" (Warren T. Furutani) and a closing essay under that title by Jackie Young, Governor of Hawaii. (SLD)

ED 414 372 UD 032 031

Gottlieb, Jay; Alter, Mark
An Analysis of Referrals, Placement, and Progress of Children with Disabilities Who Attend New York City Public Schools. Final Report.
SPONS. AGENCY- New York City Board of Education, Bronx, NY.
PUB DATE- 94
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Criteria; *Disabilities; Elementary Secondary Education; Eligibility; Ethnicity; Instructional Effectiveness; Mainstreaming; *Minority Groups; Questionnaires; *Referral; School Districts; *Special Education; *Student Placement; Tables (Data); Urban Schools; Urban Youth
IDENTIFIERS- *Disproportionate Representation (Spec Educ); *New York City Board of Education

The overrepresentation of students of color referred for special education in New York City was studied using data taken from the New York City Board of Education for 813 elementary and middle schools and 102 high schools. Analyses were based on wants to incorporate conflict resolution principles and skills into its educational programs. The following chapters are included: (1) "Conflict Resolution and the Mission of Education"; (2) "The Capacity of Schools To Develop Responsible Citizens"; (3) "Understanding Conflict as a Learning Opportunity"; (4) "Essential Goals and Principles"; (5) "An Overview of Exemplary Programs"; (6) "Research Findings on What Works"; (7) "Ensuring Developmentally Appropriate Practices"; (8) "Developing and Implementing Programs"; and (9) "Conducting a Strategic Plan." Four appendixes discuss consulting and training organizations, curriculum resources, and selecting curriculum and staff development providers, and present a list of 86 sources for recommended reading. (Contains 1 figure, 1 table, and 19 exhibits.) (SLD)

ED 414 390 UD 032 051

Breaking the Code: Austin's Gang Enigma. Austin Police Department Gang Suppression Unit Resource Handbook.
PUB DATE- 97
NOTE- 27p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Delinquency; Elementary Secondary Education; *Identification; *Juvenile Gangs; Parent Child Relationship; Prevention; *Urban Problems
IDENTIFIERS- *Graffiti; *Texas (Austin)

This resource handbook provides facts about gangs in Austin (Texas) and suggests ways parents and the community can work to reduce the city's gang problem. Criminal street gangs are becoming one of the most serious crime problems in Texas today, with 38 major cities reporting the presence of gangs. Texas gangs are defined as social, delinquent, and violent, and specific information is given about the gang affiliations in Austin. The city has 10 different gangs (sets), each associated with 1 of 4 gang nations. Steps parents can take, including how to recognize if one's child is a gang member, are described. The chapters are: (1) "Introduction"; (2) "How Gangs Function"; (3) "Signs of Gang Membership"; and (4) "What You Need To Know about Graffiti." Appendixes present information about gang identifiers, a list of gang slang and terminology, and resources to call for further information or help. (SLD)

ED 414 391 UD 032 053

Orfield, Gary; Arenson, Jennifer; Jackson, Tara; Bohrer, Christine; Gavin, Dawn; Kalejs, Emily
City-Suburban Desegregation. Parent and Student Perspectives in Metropolitan Boston.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; Access to Education; *Desegregation Methods; Disadvantaged Youth; Educational Objectives; Elementary Secondary Education; Inner City;

those graduates, 78% attend college, most frequently in New York State. Information related to enrollment, achievement, compensatory programs, outcomes, and staffing for both kindergarten through grade 12 and postsecondary education is provided. An examination of the condition of Hispanic employment in the public and private sectors and the professions documents the need to improve the educational attainment for Hispanic youth. Hispanics in the New York workforce are underrepresented in executive, administrative, managerial, and professional specialty occupations. High dropout rates and low educational attainment levels hamper Hispanics in achieving the American dream. (Contains 6 figures, 22 tables, and 33 references.) (SLD)

Asian, Black, Hispanic, and White students. The racial and ethnic disproportion of special education students was found to be the cumulative result of disproportion in referrals and in eligibility and placement decisions by the city's Committee on Special Education. Black and Hispanic students were overrepresented in special education and Whites and Asians were underrepresented, although substantial district-wide variations were evident in these findings. Racial and ethnic disproportion was more apparent for Black than Hispanic students. Academic achievement, misbehavior, and speech and language problems were the main reasons students were referred to special education. Standardized educational criteria for making referrals to special education or for eligibility for placement in special education do not exist, and there is substantial variability across schools and school districts. Criteria should be developed for identifying the success of prereferral instructional activities as a means of retaining students in general educational classes. A substantial need for better teacher training in behavior analysis was also identified. In spite of the state's recommendation that all mildly handicapped students receive academic mainstreaming, only about one in six actually do receive academic mainstreaming. Regardless of race or ethnicity, there were no exit criteria for special education. Once placed in special education, few students ever leave. Appendixes include profiles of referrals and classifications for the city, charts of racial and ethnic distributions in special education, the data collection form, and the teacher interview schedule. (Contains 10 tables and 64 charts.) (SLD)

Minority Groups; School Choice; *School Desegregation;
*Suburban Schools; *Transfer Students; *Urban Schools
IDENTIFIERS- Boston Public Schools MA; *Massachusetts (Boston);
*Metropolitan Council for Educational Opportunity

This report explores the continued and intense interest in the nation's largest transfer of inner-city students to suburban high schools, that of the Boston (Massachusetts) metropolitan area. The Metropolitan Council for Educational Opportunities (METCO) was established by black educators and parents in 1963 to offer students the opportunity to attend suburban schools. Participation in METCO, which soon began to receive state funds, is voluntary. Families of minority children in Boston can place their children on a waiting list for this program, which enrolls about 3,200 students in districts that have chosen to participate. The Harvard Project on School Desegregation studied the METCO program through surveys of the approximately 3,200 families participating in the 1995-96 school year. Research shows that these families are not social planners, but that their goals are very much like those of suburban parents. Academic goals overwhelm all other concerns. Neither parents nor students rank goals of interracial experience near the top of their objectives, but many do share these goals and think that they are being realized. Most families reported considerable satisfaction with METCO and the transfer experience, although many participants call for more diversity among teachers and curriculum. This report suggests that when superior educational opportunities are open, there is a strong demand for them among urban minority families. (Contains 17 tables.) (SLD)

ED 414 392 UD 032 054

Tartter, Vivien C.
City College Report to FIPSE.
SPONS. AGENCY- Fund for the Improvement of Postsecondary
Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Achievement Gains; *College School Cooperation;
*College Students; *Elementary School Students; Federal Aid;
Grade 2; Higher Education; Inner City; Literacy; *Mentors;
Primary Education; Program Effectiveness; Reading Instruction;
Tutorial Programs; *Urban Education; Urban Schools
IDENTIFIERS- *City University of New York City College

In each of 3 years, 20 City College of New York undergraduates from New York City public inner city school backgrounds read to and mentored individual second graders in a Harlem public school in a program supported by the Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). Supporting academic experience aimed to improve the undergraduates' literacy, acquaintance with the classics, interest in independent study in related fields, and long-term interest in community service. Measures of change in grade point average, course selection and career choice suggest program success. At the elementary school, the program dramatically improved reading scores and motivated participating children even 3 years later. A lending library was also established at the school, and other services were provided that linked the elementary school and the college in a fruitful partnership. Six appendixes present a press release, Aalsma, Matthew C.

The Two Faces of Narcissism and Adolescent Mental Health.
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Abdel-fattah, Abdel-fattah A.

Unidimensional Approximations for a Computerized Classification Test When the Item Pool and Latent Space Are Multidimensional. ACT Research Report Series 97-5.
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Bridges, Edwin

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(090) Legal/Legislative/Regulatory Materials

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Code of Ethics and Standards of Practice. As Approved by Governing Council, April 1995, Effective July 1, 1995.
40p. L2 ED 413 543

Improving the Health Status of Children. Hearing on Examining Proposals To Improve the Health Status of Children, Including S. 435 and S. 525, Focusing on Pediatric Care, Public Health, Mental Health, and Substance Abuse Issues. Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.
112p. L1 ED 414 009

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(100) AudioVisual Non-Print Materials

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UD032048	ED414387//
UD032049	ED414388
UD032050	ED414389//
UD032051	ED414390
UD032053	ED414391
UD032054	ED414392
UD032055	ED414393
UD032056	ED414394
UD032057	ED414395
UD032058	ED414396//
UD032059	ED414397//
UD032061	ED414398//
UD032062	ED414399
UD032064	ED414400//
UD032065	ED414401//
UD032066	ED414402//
UD032067	ED414403//

EA028746	ED413653
EA028748	ED413654
EA028754	ED413655
EA028755	ED413656
EA028756	ED413657//
EA028757	ED413658
EA028762	ED413659
EA028763	ED413660
EA028764	ED413661
EA028765	ED413662
EA028766	ED413663
EA028768	ED413664
EA028770	ED413665
EA028771	ED413666//
EA028772	ED413667//
EA028773	ED413668//
EA028776	ED413669
EA028777	ED413670//
EA028778	ED413671//
EA028779	ED413672//
EA028780	ED413673//
EA028781	ED413674//
EA028782	ED413675//
EA028783	ED413676//
EA028784	ED413677//
EA028785	ED413678//
EA028786	ED413679//
EA028789	ED413680

EC - Disabilities and Gifted Education

EC305915	ED413681
EC305939	ED413682
EC305940	ED413683
EC305941	ED413684
EC305942	ED413685
EC305945	ED413686
EC305956	ED413687
EC305957	ED413688
EC305958	ED413689
EC305959	ED413690
EC305960	ED413691
EC305961	ED413692
EC305962	ED413693
EC305963	ED413694
EC305964	ED413695
EC305965	ED413696
EC305966	ED413697
EC305967	ED413698
EC305973	ED413699
EC305974	ED413700
EC305975	ED413701
EC305976	ED413702
EC305977	ED413703
EC305978	ED413704
EC305979	ED413705
EC305980	ED413706
EC305981	ED413707
EC305982	ED413708
EC305983	ED413709
EC305984	ED413710
EC305985	ED413711
EC305986	ED413712
EC305987	ED413713

EC305988	ED413714
EC305989	ED413715
EC305990	ED413716
EC305991	ED413717
EC305992	ED413718
EC305993	ED413719
EC305994	ED413720
EC305995	ED413721
EC305996	ED413722
EC305997	ED413723
EC305998	ED413724
EC305999	ED413725
EC306000	ED413726
EC306001	ED413727
EC306002	ED413728
EC306004	ED413729
EC306005	ED413730
EC306006	ED413731

FL - Language and Linguistics

FL024454	ED413732
FL024455	ED413733
FL024627	ED413734
FL024650	ED413735
FL024693	ED413736
FL024731	ED413737
FL024759	ED413738
FL024760	ED413739
FL024761	ED413740
FL024762	ED413741
FL024763	ED413742
FL024764	ED413743
FL024765	ED413744
FL024766	ED413745
FL024767	ED413746
FL024768	ED413747
FL024769	ED413748
FL024770	ED413749
FL024771	ED413750
FL024772	ED413751
FL024773	ED413752
FL024774	ED413753
FL024775	ED413754
FL024776	ED413755
FL024777	ED413756
FL024778	ED413757
FL024781	ED413758
FL024793	ED413759
FL024817	ED413760
FL024820	ED413761
FL024825	ED413762
FL024835	ED413763
FL024836	ED413764
FL024845	ED413765
FL024865	ED413766
FL024876	ED413767
FL024878	ED413768
FL024879	ED413769
FL024880	ED413770
FL024881	ED413771
FL024882	ED413772
FL024883	ED413773
FL024884	ED413774

FL024885	ED413775
FL024886	ED413776
FL024888	ED413777
FL024889	ED413778
FL024890	ED413779
FL024895	ED413780
FL024896	ED413781
FL024897	ED413782
FL024914	ED413783//
FL024915	ED413784
FL024916	ED413785
FL024917	ED413786
FL024918	ED413787
FL024919	ED413788
FL024923	ED413789
FL024926	ED413790
FL024978	ED413791//
FL800999	ED413792
FL801197	ED413793
FL801199	ED413794
FL801200	ED413795
FL801201	ED413796
FL801202	ED413797//
FL801203	ED413798//
FL801204	ED413799
FL801205	ED413800
FL801206	ED413801
FL801207	ED413802

HE - Higher Education

HE030705	ED413803//
HE030706	ED413804//
HE030707	ED413805//
HE030709	ED413806
HE030710	ED413807//
HE030711	ED413808
HE030712	ED413809
HE030713	ED413810
HE030714	ED413811
HE030715	ED413812
HE030716	ED413813
HE030717	ED413814
HE030718	ED413815
HE030719	ED413816
HE030720	ED413817
HE030721	ED413818
HE030722	ED413819
HE030723	ED413820
HE030724	ED413821
HE030725	ED413822
HE030726	ED413823
HE030727	ED413824
HE030728	ED413825
HE030729	ED413826
HE030730	ED413827
HE030731	ED413828
HE030732	ED413829
HE030733	ED413830
HE030734	ED413831
HE030735	ED413832//
HE030738	ED413833
HE030739	ED413834
HE030740	ED413835

HE030741	ED413836
HE030742	ED413837
HE030749	ED413838//
HE030750	ED413839
HE030752	ED413840
HE030753	ED413841
HE030754	ED413842
HE030755	ED413843
HE030756	ED413844
HE030757	ED413845
HE030758	ED413846
HE030759	ED413847
HE030760	ED413848
HE030761	ED413849
HE030762	ED413850
HE030763	ED413851
HE030764	ED413852
HE030765	ED413853
HE030766	ED413854
HE030767	ED413855
HE030768	ED413856
HE030769	ED413857

IR - Information and Technology

IR018607	ED413858
IR018608	ED413859
IR018609	ED413860
IR018610	ED413861
IR018611	ED413862
IR018612	ED413863//
IR018613	ED413864//
IR018614	ED413865//
IR018615	ED413866//
IR018616	ED413867
IR018617	ED413868//
IR018618	ED413869
IR018619	ED413870
IR018621	ED413871
IR018622	ED413872
IR018623	ED413873
IR018624	ED413874//
IR018625	ED413875//
IR018628	ED413876//
IR018629	ED413877
IR018630	ED413878
IR018631	ED413879
IR018632	ED413880
IR018633	ED413881//
IR018634	ED413882//
IR018636	ED413883//
IR018637	ED413884//
IR018638	ED413885
IR018647	ED413886
IR018656	ED413887
IR018657	ED413888
IR018660	ED413889
IR056704	ED413890
IR056705	ED413891
IR056706	ED413892
IR056712	ED413893
IR056724	ED413894
IR056725	ED413895
IR056726	ED413896

IR056727	ED413897
IR056728	ED413898
IR056729	ED413899
IR056730	ED413900
IR056731	ED413901
IR056732	ED413902
IR056733	ED413903
IR056734	ED413904
IR056735	ED413905
IR056736	ED413906
IR056737	ED413907
IR056738	ED413908
IR056739	ED413909
IR056740	ED413910
IR056741	ED413911
IR056742	ED413912
IR056743	ED413913
IR056744	ED413914
IR056745	ED413915
IR056746	ED413916
IR056747	ED413917//
IR056748	ED413918//
IR056750	ED413919
IR056751	ED413920
IR056753	ED413921//
IR056754	ED413922//
IR056755	ED413923
IR056756	ED413924
IR056757	ED413925//
IR056758	ED413926
IR056759	ED413927
IR056760	ED413928
IR056761	ED413929
IR056762	ED413930
IR056763	ED413931
IR056764	ED413932
IR056765	ED413933

JC - Community Colleges

JC970593	ED413934
JC970594	ED413935
JC970595	ED413936
JC970596	ED413937
JC970597	ED413938
JC970598	ED413939
JC970599	ED413940
JC970600	ED413941
JC970602	ED413942
JC970603	ED413943
JC970604	ED413944
JC970605	ED413945
JC970606	ED413946
JC970607	ED413947
JC970608	ED413948
JC980001	ED413949
JC980002	ED413950
JC980003	ED413951
JC980004	ED413952
JC980005	ED413953
JC980007	ED413954
JC980008	ED413955
JC980009	ED413956
JC980010	ED413957

JC980011	ED413958
JC980012	ED413959
JC980013	ED413960
JC980014	ED413961
JC980015	ED413962
JC980016	ED413963
JC980017	ED413964
JC980018	ED413965
JC980020	ED413966
JC980023	ED413967
JC980024	ED413968
JC980025	ED413969
JC980026	ED413970
JC980027	ED413971
JC980028	ED413972
JC980029	ED413973
JC980031	ED413974
JC980033	ED413975
JC980034	ED413976

PS - Elementary and Early Childhood Education

PS024150	ED413977
PS024779	ED413978
PS024868	ED413979
PS024918	ED413980//
PS025173	ED413981//
PS025181	ED413982//
PS025184	ED413983
PS025185	ED413984
PS025215	ED413985
PS025335	ED413986
PS025498	ED413987
PS025550	ED413988
PS025573	ED413989
PS025587	ED413990
PS025588	ED413991
PS025591	ED413992
PS025592	ED413993
PS025600	ED413994
PS025608	ED413995
PS025646	ED413996
PS025668	ED413997//
PS025669	ED413998//
PS025673	ED413999//
PS025674	ED414000//
PS025679	ED414001
PS025687	ED414002
PS025719	ED414003//
PS025749	ED414004//
PS025776	ED414005
PS025808	ED414006
PS025855	ED414007
PS025874	ED414008
PS025891	ED414009
PS025904	ED414010
PS025910	ED414011
PS025912	ED414012
PS025913	ED414013
PS025914	ED414014
PS025916	ED414015
PS025926	ED414016
PS025935	ED414017
PS025968	ED414018

PS025969	ED414019
PS025970	ED414020
PS025973	ED414021
PS025974	ED414022
PS025975	ED414023
PS025977	ED414024//
PS025980	ED414025
PS025987	ED414026
PS025988	ED414027
PS025990	ED414028
PS025993	ED414029//
PS025999	ED414030
PS026000	ED414031
PS026001	ED414032
PS026005	ED414033
PS026006	ED414034
PS026007	ED414035
PS026009	ED414036
PS026011	ED414037//
PS026012	ED414038
PS026013	ED414039
PS026014	ED414040
PS026015	ED414041
PS026017	ED414042
PS026018	ED414043
PS026020	ED414044
PS026021	ED414045
PS026022	ED414046
PS026023	ED414047
PS026024	ED414048
PS026025	ED414049
PS026026	ED414050
PS026027	ED414051
PS026028	ED414052
PS026029	ED414053
PS026037	ED414054
PS026045	ED414055
PS026047	ED414056
PS026049	ED414057
PS026050	ED414058
PS026051	ED414059//
PS026053	ED414060
PS026054	ED414061
PS026055	ED414062
PS026059	ED414063
PS026062	ED414064
PS026063	ED414065
PS026064	ED414066//
PS026065	ED414067//
PS026066	ED414068
PS026067	ED414069
PS026074	ED414070//
PS026075	ED414071//
PS026076	ED414072
PS026079	ED414073//
PS026080	ED414074//
PS026081	ED414075//
PS026085	ED414076
PS026087	ED414077
PS026088	ED414078
PS026089	ED414079
PS026090	ED414080
PS026091	ED414081
PS026093	ED414082//

PS026094	ED414083//
PS026097	ED414084
PS026098	ED414085
PS026099	ED414086
PS026103	ED414087
PS026104	ED414088
PS026105	ED414089
PS026106	ED414090
PS026108	ED414091
PS026109	ED414092
PS026112	ED414093
PS026118	ED414094//
PS026119	ED414095
PS026120	ED414096
PS026148	ED414097//
PS026488	ED414098

RC - Rural Education and Small Schools

RC021158	ED414099
RC021180	ED414100
RC021181	ED414101
RC021182	ED414102
RC021183	ED414103
RC021186	ED414104
RC021187	ED414105
RC021188	ED414106
RC021189	ED414107
RC021200	ED414108
RC021202	ED414109
RC021221	ED414110//
RC021223	ED414111//
RC021225	ED414112
RC021226	ED414113
RC021231	ED414114
RC021235	ED414115
RC021236	ED414116
RC021255	ED414117//
RC021256	ED414118//
RC021258	ED414119
RC021259	ED414120//
RC021262	ED414121
RC021268	ED414122//
RC021269	ED414123
RC021270	ED414124
RC021271	ED414125
RC021272	ED414126
RC021273	ED414127
RC021274	ED414128
RC021275	ED414129
RC021276	ED414130
RC021277	ED414131
RC021278	ED414132
RC021279	ED414133
RC021280	ED414134
RC021281	ED414135
RC021282	ED414136
RC021283	ED414137
RC021284	ED414138
RC021285	ED414139
RC021286	ED414140
RC021287	ED414141
RC021288	ED414142
RC021289	ED414143

RC021290	ED414144
RC021291	ED414145
RC021292	ED414146
RC021293	ED414147
RC021294	ED414148
RC021295	ED414149
RC021303	ED414150
RC021306	ED414151
RC021320	ED414152//

SE - Science, Mathematics, and Environmental Education

SE059703	ED414153
SE060587	ED414154//
SE060609	ED414155
SE060621	ED414156
SE060637	ED414157
SE060642	ED414158//
SE060646	ED414159
SE060722	ED414160
SE060742	ED414161
SE060748	ED414162//
SE060750	ED414163
SE060752	ED414164//
SE060756	ED414165//
SE060783	ED414166//
SE060838	ED414167
SE060840	ED414168
SE060843	ED414169//
SE060860	ED414170
SE060868	ED414171
SE060871	ED414172
SE060872	ED414173
SE060886	ED414174
SE060887	ED414175
SE060891	ED414176//
SE060892	ED414177//
SE060893	ED414178//
SE060899	ED414179
SE060900	ED414180
SE060901	ED414181
SE060902	ED414182
SE060916	ED414183
SE060917	ED414184
SE060932	ED414185//
SE060933	ED414186
SE060935	ED414187
SE060947	ED414188
SE060948	ED414189
SE060949	ED414190
SE060973	ED414191
SE060974	ED414192
SE060979	ED414193
SE060980	ED414194
SE060981	ED414195
SE060982	ED414196